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ABSTRACT

The document presents professional adult basic education staff development plans of States in Region Four (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee). The plans are an attempt to systematically record the educational resources that have been built and the relationships and roles that each resource has assumed, including stable systems built for continuing staff development and dissemination. The State adult basic education staff improvement plans present objectives, rationales, resources, roles and responsibilities of local and university programs, strategies, evaluation procedures for staff development/dissemination plans, dissemination models, delivery systems, and State departments of education functions. (Author/NA)

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REGION IV

PLANS FOR STAFF DEVELOPMENT AND DISSEMINATION IN ADULT BASIC EDUCATION

REGION IV
ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT
NOVEMBER 1974

4

PROJECT PLANNING COMMITTEE

The regional project has been guided by the Project Planning Committee consisting of the directors of the adult education units of the eight states, regional HEW staff, and project staff.

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INTRODUCTION

More than [illegible] years ago the adult education state directors [illegible] Region IV conceived of a cooperative project [illegible] would move each state and the region further [illegible]ead in the professional development of adult [illegible]cators—teachers, local directors, state depart[illegible]t personnel, and university staff. The plans [illegible]lished here are one result of at least five years [illegible]hard work in this direction. They are an attem[illegible] to systematically record the educational resources that have been built and the relationships and roles that each resource has assumed. The plans are not an end in themselves; we expect that as the years go by each state will review and revise its plan in keeping with contemporary trends and actual changes.

These plans have not been hastily drawn up. They have a developmental history traced from 1971 when teams of project participants met together to articulate the future direction for staff development in each state. The eventual result of this meeting was The Professional Staff Development Plans of Region IV (Southern Regional Education Board, 1971), initial statements of a philosophy of adult basic education and a record of progress and plans in staff development. The present publication finds many of these initial plans greatly revised and expanded. From 1972 to 1974 the responsibilities of the states' resources were enlarged to include tasks related directly to dissemination of new materials and ideas. Also during this time new resources were added, planning committees were formed and assumed greater responsibility, and fairly stable systems were built for continuing staff development and dissemination. All of this called for corresponding changes in the written plans for staff development.

Again when the time came to prepare these written plans, state groups gathered at a regional seminar to incorporate changes that had taken place over the preceding three years and to include statements about dissemination and assignments for general tasks. Among these tasks were: locating new materials and ideas, selecting those most appropriate, planning for effective distribution and training, bringing the user into contact with the products, and assessing all dissemination activities. Three of the region's states—Alabama, North Carolina, and South Carolina—had accomplished much of this prior to the seminar. Their task was to make final refinements. With suggestions for revision completed, project staff prepared working drafts for approval of directors and staff development specialists.

For the most part these plans reflect reality, a series of activities and relationships that have been tried out and adopted. The reader who sets out with determined skepticism may occasionally point self-righteously to a bit of the ideal, a hope for what should be. Here and there is mention of something—a working relationship, a special group—that is not in complete operation now but will be soon. Planning by nature looks to the future, and so we may find visions of what is yet to come. These state plans are not pipe dreams, but they will continue to work only if everyone carries on with the same determination for improvement and spirit of change that have been shown in the past.

THE REGIONAL PROJECT

Since 1969 the Division of Adult Education in the U. S. Office of Education has funded a staff development and dissemination project in Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee). Administered through the Southern Regional Education Board, the project has involved a variety of adult educators across the region in special demonstration projects and teacher training activities authorized in Sections 309(b) and 309(c) of the Adult Education Act of 1966.

The intent of the original three-year project was to approach from a regional viewpoint the establishment of more and better training opportunities for teachers of educationally disadvantaged adults in the Southeast and for other adult education personnel. Over the years state directors, department of education staff, participating university faculty, and local coordinators and teachers have been organized into functioning state teams. Each statewide network is different from every other one, but most share these characteristics:

1. The state director of adult education assumes the leadership role of the staff development/dissemination program in his state.
2. Adult education courses and programs now exist in at least two higher education institutions in the state, one of which is predominantly black.
3. Selected administrators and teachers from local ABE programs are available as special trainers or are active in helping to plan the state's staff development/dissemination activities.
4. In each state department, someone is designated as the staff development specialist.
5. State department area supervisors (or consultants) are actively involved in staff development and dissemination roles.
6. At least two training opportunities are offered to local program personnel each year.
7. University faculty offer credit courses within driving distance of every ABE teacher and also provide consultant services to local programs and to the state department.

In 1972 concern shifted from setting up and institutionalizing staff development resources toward using these resources for disseminating the latest and best information and materials. It was thought that a staff development/dissemination system would become a permanent part of each state's ABE program. Such a system would serve two purposes: (1) to insure that disseminators and trainers are kept up to date with current thinking and literature in adult education, and (2) to insure that teachers and coordinators receive the most recent materials and information related to their needs. If the regional project has succeeded, the withdrawal of its federal funding will not seriously affect the states' staff development/dissemination systems. These state plans are one step toward maintaining the strength and permanency of such systems.

ALABAMA

Department of Education

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Ross McQueen, Area Supervisor
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Ollie Luster

Alabama State University, Montgomery
Dr. Marshall Morrison
Doris Sanders
Rosa McCloud

Auburn University, Auburn
Dr. Harry Frank

University of Alabama, Tuscaloossa
Dr. Robert Leigh

Adult basic education is a program to enable persons who have attained the age of sixteen and are not enrolled in the present public school program to initiate or re-enter an educational program to improve their chances to maximize their contribution to society.

Alabama, in cooperation with the Region IV Staff Development Project sponsored by the Southern Regional Education Board, has developed a plan for staff development and for collection and dissemination of information in adult basic education.

In this era of change the state Planning Committee for the Adult Basic Education Project has outlined a plan to aid the state in meeting its obligation to the undereducated adults. This outline is to be used to strengthen and improve the adult basic education program. It gives the adult educator an idea of his responsibility to the undereducated adults through his duties as a member of the State Department of Education Adult Basic Education staff, university adult education staff, or local adult basic education staff. It will enable the adult educator to locate any resource person in the nation, region, and state that he might want to use as a consultant for any purpose to improve his adult basic education program.

Adult basic education in Alabama is guided by some fundamental beliefs.

A. That the adult learner should develop faith in himself as a person of worth and dignity should develop his capabilities.

B. That the adult should recognize the larger responsibilities accompanying his rights as a citizen.

C. That the adult should acquire the fundamental skills basic to effective living as a worker, as a family member, and as a contributing member of the national and world community.

D. That the adult basic education program can help the adult learner acquire a feeling of self-worth, a recognition of his responsibilities, and basic skills.

E. That inservice and professional training should be provided for the State Department of Education staff, university staff, and local staff in the adult basic education program.

Staff development is a continuous process to improve the capabilities of all adult basic education personnel.

- Every teacher and supervisor should have a chance to develop professionalism.
- Teachers and supervisors should be involved in planning activities.
- Teachers and supervisors have a responsibility to be trained in adult education.
- Supervisor and teacher training should include problems found in local settings.
- Every adult learner has the right to receive instructions from a teacher trained in adult education.

OBJECTIVES

OF STATE DEPARTMENT ABE STAFF

1. To continue to coordinate the state's adult basic education program
2. To provide an overall training program for total staff development
   - To initiate regular state staff meetings and inservice training sessions
   - To initiate area supervisor meetings to enable the local supervisor to conduct his own sequential inservice educational program
   - To provide incentives for staff specialization in guidance and counseling, reading, materials, and other media
   - To encourage growth and development of state staff through increased participation in providing formal and informal learning activities for local staff
   - To include participating universities as a constant staff development resource
3. To utilize all regional, state, and local resources
4. To provide continuous and total evaluation
   - Self-study or evaluation
   - Professional evaluation
   - Departmental evaluation of the program

5. To keep up-to-date by:
   - Attending national, regional, and state institutes, workshops, and conferences
   - Reading professional literature
   - Reading latest research done in the field of adult basic education
   - Using or becoming familiar with all materials and equipment for adult basic education in staff meetings
   - Belonging to and promoting professional organizations
6. To further self-training through graduate courses in adult education
7. To continue the State Planning Committee for Staff Development and Dissemination. (State department staff, university personnel, local supervisors, and teachers of ABE.)
8. To establish effective linkage at all levels.

OF UNIVERSITY ABE STAFF

1. To provide professional know-how to implement training programs on all levels
2. To orient university to adult basic education
3. To provide consultative services to teachers, teacher training programs and inservice meetings
4. To augment experiential learning with formal education
5. To plan and implement action research
6. To visit adult basic education classes in order to:
   - Know the needs of local personnel
   - Evaluate and keep university classes relevant
   - Aid in solving local problems
7. To participate in a planning group (university personnel, state department of education, adult basic education personnel, local personnel, and graduate assistants)
8. To give graduate assistants tasks relevant to the state ABE program
   - To visit local ABE classes and work on problems of local personnel
   - To plan action research projects and aid in implementing the project
9. To provide additional training for university adult education staff

OF LOCAL ABE PERSONNEL

1. To provide the ABE teacher with an understanding of the adult learner
2. To initiate two or more local inservice meetings each year
3. To initiate or continue self-education on how to teach the undereducated or the uneducated adult
4. to initiate planning sessions for local programs (local personnel, supervisors, teachers, advisory committee, ABE personnel, university personnel and other needed consultants)
5. To establish criteria for the selection, promotion, and retention of local ABE personnel
6. To enable teachers to develop the skills necessary to effectively teach the undereducated and uneducated adult
7. To provide the ABE teacher the opportunity to develop his ability to do instructional planning
8. To develop competencies in guidance and counseling

STAFF DEVELOPMENT AND DISSEMINATION ROLES

STATE DEPARTMENT OF EDUCATION

A. To provide leadership in:
   1. Conducting the total state inservice program (staff development and other program improvements)
   2. Collecting and disseminating information
      a. Determine needs
         Formal inventory
         Soliciting informal and incidental opinion from target population
         Judgment of professional staff based on visitations
         Formal planning sessions

         Priorities are recommended by:
         State ABE Priority Committee
         State ABE staff
         State ABE Planning Committee
         Graduate students

University ABE staff
Staff Development Officer
These committees make their recommendations to the State Coordinator of ABE who establishes the final priorities.

b. Locate products
Deliberate and systematic search of the various bibliographies professional literature, special reports, commercial and agency displays at professional meetings, institutes, workshops, etc.
Information secured from other users of the product
Visits to programs
HEW 309 Projects
Mail
State professional personnel-developed products
Materials produced in state to meet specific needs of ABE personnel:
GIFT, Handbook for Adult Basic Education, ABE Workshop in Curriculum and Instruction, Supervisor's Handbook, ABE Institute on Guidance and Counseling
State ABE Sifting Committee
State ABE Planning Committee
Graduate students
University ABE staff
Staff Development Officer
State Coordinator of ABE

c. Establish criteria for selection/development
Appropriate to the need
Size of print
Adult-oriented
Comprehensiveness of material
Availability
Cost
Quality of printing and material used
Readability
Compatibility with product in use
Adaptability of product to meet the need
Amount of training required to use product
Those responsible:
State ABE Planning Committee
Graduate Students
University ABE staff
State ABE staff
Staff Development Officer
State Coordinator of ABE

d. Select product(s)
State ABE Sifting Committee
State ABE Planning Committee
Graduate students
University ABE staff
State ABE staff and Staff Development Officer recommend product(s) for the Information Bank to the State Coordinator of ABE, who makes final decisions about the product(s) to be placed in the Information Bank.

e. Identify the intended users of products
State ABE Planning Committee
Local ABE personnel
Graduate students
University ABE staff
State ABE staff
Staff Development Officer
State Coordinator of ABE

f. Prepare the intended users through:
Inservice
Workshops
Institutes
Conferences
Mail
Information about the product is given to the intended users to acquaint them with the product by:
Local ABE teacher trainers
State ABE Planning Committee
Graduate students
University ABE staff
State ABE staff
Staff Development Officer
State Coordinator of ABE

g. Plan for distribution/dissemination
State ABE Planning Committee
Graduate student
University ABE staff
State ABE staff
Staff Development Officer
Why-who-how-what-when-how much

h. Obtain the product
Products can be purchased, duplicated, demonstrated, adapted, or developed
Local teacher trainer committees
State ABE Planning Committee
Graduate students
University ABE staff
State ABE staff
Staff Development Officer
State Coordinator of ABE

i. Distribute the product through:
Inservice meetings
Mail
On- and off-campus courses
Summer institutes
Conferences
Workshops
Seminars
Those responsible are:
Local teacher trainers
State ABE Planning Committee
Graduate students
University ABE staff
State ABE staff

j. Assess and refine the system of dissemination through:
Interviews
Informal questioning of users
Rating scales
Checklists
Questionnaires
Conferences involving users and evaluators
State ABE Planning Committee
Graduate students
University ABE staff
State ABE staff
Staff Development Officer
State Coordinator of ABE

3. Organizing and coordinating total adult basic education program
4. Joint planning to improve adult basic education

B. To administer the state adult basic education program
- Distribute funds
- Establish priorities
- Allocate class units
- Approve expenditures
- Evaluate total program

C. To plan with university personnel
- One-day seminars
- Workshops
- Institutes
- Ways to effectively use graduate assistants (students)
- Ways in which the universities' adult basic education staff can aid in solving problems in the ABE program (collecting and disseminating information for program improvement)
- Research projects
- Developing new courses relevant to the program

D. To plan with local ABE personnel
- Needs assessment (collection)
- Inservice (collection and dissemination)
- Research projects (collection)
- One-day seminars (dissemination)
- Area conferences (collection and dissemination)
- Promotion, recruitment, and retention (dissemination)

E. To plan with all persons interested in improving adult basic education (collection and dissemination)

F. To carry out public relations activities (collection and dissemination)

UNIVERSITY ABE STAFF

A. To plan research with assistance of State Department of Education Adult Basic Education Section and local ABE personnel
- Determine needs
- Assess the value of product(s)
- Evaluate the dissemination process

B. To conduct learning activities
- Classes
- Seminars
- Workshops
- Institutes (locate products, identify users, prepare users, collection and dissemination)

C. To provide consultative services in
- Establishing criteria for the selection of product(s)

- Adapting product(s) to meet local needs
- Developing product(s)
- Implementing product(s) (information)

D. To establish worthwhile activities for graduate assistants (students)
- Research
- Selection criteria for all product(s)
- Collection and dissemination of product(s)
- Obtain product(s)
  - Commercial
  - Locally developed
  - Discovered by users
  - State Department of Education Adult Basic Education Section
  - Local Adult Basic Education personnel

E. To continue to improve and expand the adult basic education program at the university
- Develop product(s)
- Develop new courses and programs

F. To evaluate the Adult Basic Education Program
- Products
- Activities
- Dissemination process
  (Involve local ABE personnel, graduate assistants (students), State ABE staff.)

LOCAL ABE STAFF

A. To determine needs of target population
  - Members of target population
  - University ABE personnel
  - State ABE staff

B. To consult with State Department of Education Adult Basic Education staff and university adult basic education staff (graduate students)
- Establish criteria for selection of products
- Utilize resources (collection and dissemination)
- Select intended users of product(s)
- Prepare users of product(s)
- Develop product(s)
- Adapt product(s) to meet local needs
- Develop strategies and techniques to be used in distributing product(s)
- Distribute product(s)
- Inservice plans
- Seminars
- Workshops
- Institutes
- Conferences
- Program evaluation (involve learners, local staff, university staff, state staff in evaluation)

C. To utilize local advisory committees (collection and dissemination)
- Planning
- Establishing ABE program
- Coordinating public relations activities

D. To establish local information committee
- Promotion, recruitment, and retention (dissemination)
- Keeping informed of latest information about adult basic education
  - Research
  - Techniques
  - Locally-developed product(s)
  - State-developed product(s)
  - Commercial product(s)
- Public relations (dissemination)
- Selection of product(s)

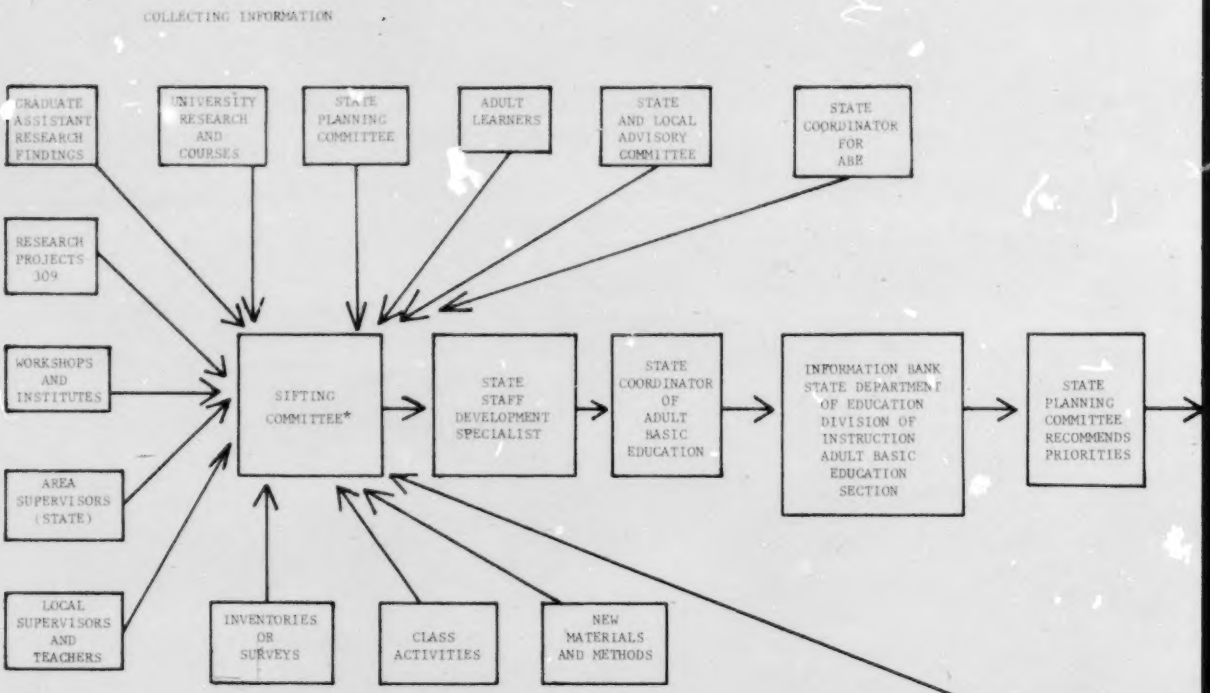
E. To select and train ABE teachers
- Inservice
- Conferences
- Workshops
- Class visitation
  - Resources for teacher training
  - Local teacher trainers
  - University ABE staff
  - State ABE staff

F. To report (record keeping and disseminating information)

EVALUATION OF ADULT BASIC EDUCATION PROGRAM

The following indicators will be used in assessing Alabama's staff development and dissemination efforts:
- growth of adult basic education programs
- teacher retention
- learner retention
- the number of additional cooperating agencies and resources

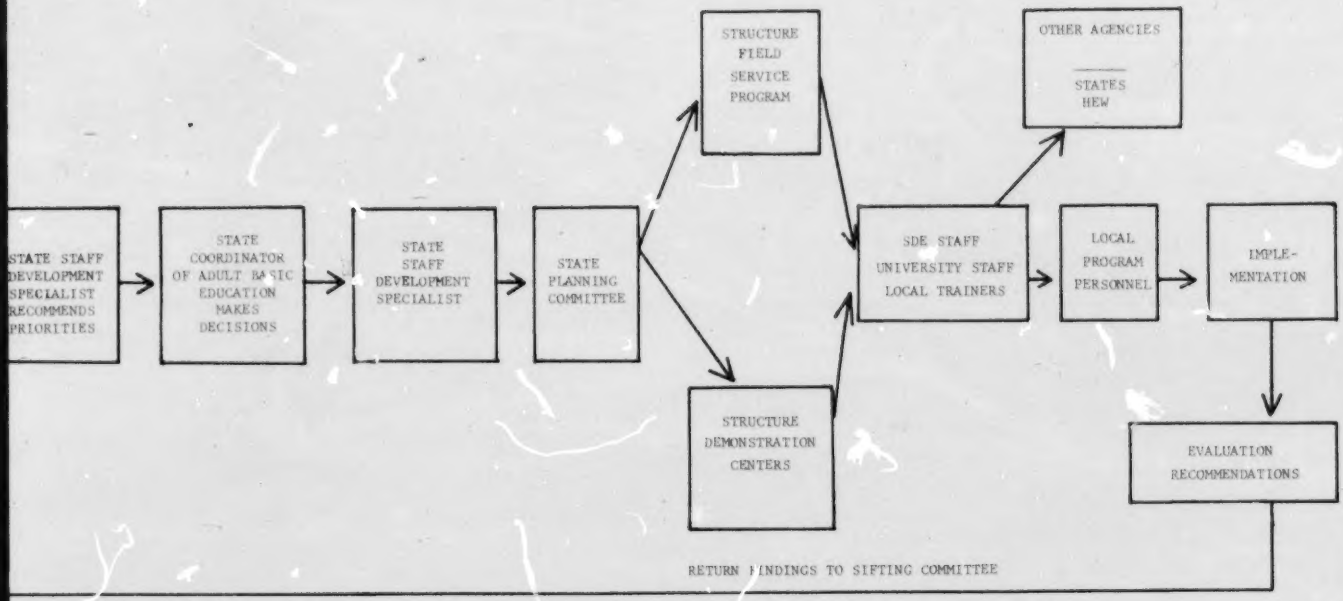
- the level of professional growth
- the growth of adult education programs in the universities
- the number of favorable policy changes
- the increase in the number of graduate students in adult education
- the number of inservice training opportunities for state department, university, and local personnel
- the number of consultations on the state and university level
- the number of planning meetings and involvement at the local level
- progress or plans for the involvement of any additional institutions of higher learning
- the involvement and use of in-state persons in training activities
- the degree of recognition of professional growth through differentiated ratings and salaries for professional staff
- self-study program evaluation
- the number and quality of new products introduced to teachers each year
- the success of specific dissemination efforts as assessed by the ABE Planning Committee


COLLECTING INFORMATION
GRADUATE ASSISTANT RESEARCH FINDINGS
UNIVERSITY RESEARCH AND COURSES
STATE PLANNING COMMITTEE
ADULT LEARNERS
STATE AND LOCAL ADVISORY COMMITTEE
STATE COORDINATOR FOR ABE
RESEARCH PROJECTS 309
WORKSHOPS AND INSTITUTES
AREA SUPERVISORS (STATE)
LOCAL SUPERVISORS AND TEACHERS
SIFTING COMMITTEE*
STATE STAFF DEVELOPMENT SPECIALIST
STATE COORDINATOR OF ADULT BASIC EDUCATION
INFORMATION BANK STATE DEPARTMENT OF EDUCATION DIVISION OF INSTRUCTION ADULT BASIC EDUCATION SECTION
STATE PLANNING COMMITTEE RECOMMENDS PRIORITIES
INVENTORIES OR SURVEYS
CLASS ACTIVITIES
NEW MATERIALS AND METHODS

* The sifting committee shall be composed of all or part of the information collecting components as indicated with membership being determined by tasks under consideration.

ALABAMA MODEL FOR DISSEMINATION

DISSEMINATING INFORMATION



FLORIDA

Department of Education

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Florida Atlantic University, Boca Raton
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Dr. Thomas Mann

Florida International University, Miami
Dr. Charles Divita, Jr.

University of South Florida, Tampa
Dr. Henry Brady
Dr. Robert Palmer

The Florida Plan for Staff Development and Dissemination in Adult Education is an expansion of Section 2.12 of the Florida State Plan for Adult Basic Education. As an outgrowth of staff development concerns of the state ABE directors of Region IV, it took form under a federal project written by them and administered by the Southern Regional Education Board. The plan was supported in its initial stages with money from the project and from the Florida Department of Education. The project design was such that the support base gradually shifted from the above funding sources to self-support by the participating institutions and programs.

The original state plan was developed by a state planning committee with representation from the Department of Education, the participating universities, and the participating counties. The present revised plan includes dissemination activities and procedures for a continuing dissemination system.

Two developments in adult education in Florida clearly point out the necessity of this plan for staff development and dissemination. One is that the rapid expansion of the adult education program has resulted in thousands of adult learners with teachers who have little or no training in adult education. Two, the amount of knowledge and materials relating to adult learners and to teachers of adults has increased and improved.

Until adult educators understand the philosophy of adult education, the principles of adult learning, and skills for selecting and using appropriate instructional materials, the adult education program in Florida cannot be effective.

OBJECTIVES

The objectives relate primarily to implementation of the program. They will be modified as the program progresses and the plan is updated. Our goal is to increase the effectiveness of the adult education program in Florida through the systematic development of continuing preservice and inservice training for professional adult educators and through a network of communication that connects all adult education resources. Toward this goal, our general objectives are:

1. To secure a broad base for the program through the involvement of the Florida Department of Education, the university system, and local personnel of adult education programs.
2. To establish, define, and develop the roles and relationships of the participating agencies and institutions in a systematic staff development and dissemination network.
3. To devise strategies and techniques for implementing and maintaining the adult education program and the staff development network.
4. To develop a continuing system for evaluation of the program and of staff development and dissemination activities.

RESOURCES

Three main resources are available for the implementation of this plan—local programs, universities, and the Department of Education. Local adult education programs have operated in the 67 counties of Florida since 1946. During this time these programs have developed a sizable reservoir of expertise among local administrators and teachers. The University System of Florida has seven institutions of higher learning now in operation. These universities are geographically located so that all sections of the state will have access to their services. Two or more universities may work together as a consortium in providing professional resources.

The Florida Department of Education is organized with an Adult and Veteran Education Section which has responsibility for the Adult Education Program in the state. This section is composed of 21 professional administrators and consultants who are available to carry out the responsibilities and tasks set forth in this plan.

ROLES AND RESPONSIBILITIES

LOCAL PROGRAM

An attempt has been made to identify a person responsible for planning and coordinating staff development and dissemination activities for each county's adult education program. This local staff developer serves as the county's chief disseminator of all staff development information. He develops an on-going program of staff development at the local level which may include but not be limited to the following activities: conducting surveys in the county and collecting data on teacher problems and concerns; processing the data and translating it into inservice training needs; selecting products, techniques, and training to meet those needs; planning and conducting local staff development activities; maintaining close communication with the university in his service area and with the Department of Education so that he may keep his teachers informed of new developments and professional services available to them.

He is expected to establish reciprocal relationships with staff developers in other counties to insure exchange of ideas and experiences. He is also expected to improve his competence through a self-directed program for professional growth. He may at times be requested to serve on an area committee or on the State Planning Committee for Staff Development.

UNIVERSITY

In support of this program the universities of the state are encouraged to establish departments of adult education at the graduate level and to offer courses at the undergraduate level. Five universities have worked closely with the state department in setting up this staff development/dissemination network: Florida State, Florida A & M, the University of South Florida, Florida Atlantic, and Florida International. Each has been assigned a geographical area to serve. Departments of adult education are staffed with professionals who have a background in adult education, both academic and practical. The programs developed by a university department of adult education consist of credit courses, both on- and off-campus, as well as participation in short-term activities conducted within local programs. A continuing consultant service allows the professor to visit local programs in order to keep abreast of current developments, problems, and concerns of the local program and to assist the teachers and supervisors in any way. This relationship is beneficial to the local program as well as to the university, keeping the adult education curriculum current and relevant. The universities also conduct surveys and research as time and resources are available. A program of assistance for graduate students in adult education is encouraged. Each university is represented on the State Planning Committee for Staff Development.

DEPARTMENT OF EDUCATION

The Department of Education will coordinate staff development and dissemination activities. One of its functions will be to facilitate the flow of information and keep the lines of communication open among the participating institutions and local programs. The main responsibility for staff development has been decentralized and rests now with the five area supervisors. All resources of the Department of Education will work toward developing departments of adult education in the universities and developing programs of staff development at the local level. The Department of Education will also perform as liaison for staff development between Florida and other states. At least one representative from the Department will serve on the State Planning Committee for Staff Development.

STRATEGIES

1. To establish and maintain in the Department of Education the position of Staff Development Coordinator for Adult Education.
2. To establish and maintain departments of adult education at universities geographically located throughout the state so that (a) all

adult educators will have access to this service, both off- and on-campus, (b) adult education graduate and undergraduate courses will be available to both the degree-seeking student and the non-degree student, and (c) university faculty can provide professional assistance in planning staff development and dissemination activities and in implementing those plans.

3. To establish and maintain in local adult education programs a person responsible for coordination of local staff development and dissemination efforts.
4. To develop and define the roles of each resource and to establish a cooperative working relationship among them (see diagram).
5. To establish open lines of communication among participants at all levels so that each activity complements the others.
6. To develop within each university's service area a continuing consultant service for local programs in solving problems and an opportunity for the university to gain insight into local needs which in turn would be reflected in university curriculum.
7. To develop in each local director the skills to survey his program's needs; to locate and select the appropriate products, techniques, or procedures to meet those needs; to plan meaningful inservice work; and to assess staff development and dissemination activities.
8. To develop in the Department of Education's Staff Development Coordinator the necessary skills in coordinating and directing the activities of the several autonomous agencies and in evaluating the success of staff development and dissemination activities.
9. To establish and record existing levels of staff development in the adult education programs. This information will serve as baseline data for evaluating the outcome of this effort.
10. To include in the system for staff development and dissemination a way for regularly identifying the needs of local programs and for establishing a priority of needs.
11. To develop a system of evaluation for this staff development and dissemination plan which will reflect accomplishments against baseline data and which will take into account the priority of needs established by the adult educators.

The Florida Plan for Staff Development in Adult Education will be under the overall direction of the Administrator of the Adult and Veteran Section of the Florida Department of Education. The administrator will designate a professional staff member from his section to assume the responsibility for coordination of staff development and dissemination activities in adult education at all levels throughout the state. The Department of Education area supervisors in the geographic areas served by universities will work closely with the university and local adult education staff in planning and implementing staff development activities.

Universities in the network will receive support money for such expenses as professional and clerical salaries, graduate assistant, travel, supplies, and equipment. Budgetary control of these items will be exercised by the source supplying the funds. As the university departments of adult education become established and operational, the tuitions generated should support their continuation and expansion. The Department of Education may continue to support certain non-traditional aspects of the plan, such as the continuing consultant service. In time, more universities will be encouraged to establish adult education programs and to support the staff development effort.

EVALUATION

A systematic procedure for evaluating this staff development/dissemination plan will be developed. These evaluation activities will be conducted at regularly prescribed intervals and will perform a dual function.

First, the evaluation will measure program accomplishments against the previously established staff development baseline data. Initial efforts at evaluating accomplishments will probably be quantitative. As the program progresses,

greater sophistication will permit more qualitative evaluation. After the number of educators availing themselves of this service has been determined, an attempt should be made to learn what effect the service is having on what takes place with the adult learners.

The second function of this evaluation will be to gather data which will form the basis for rational modification of this plan.

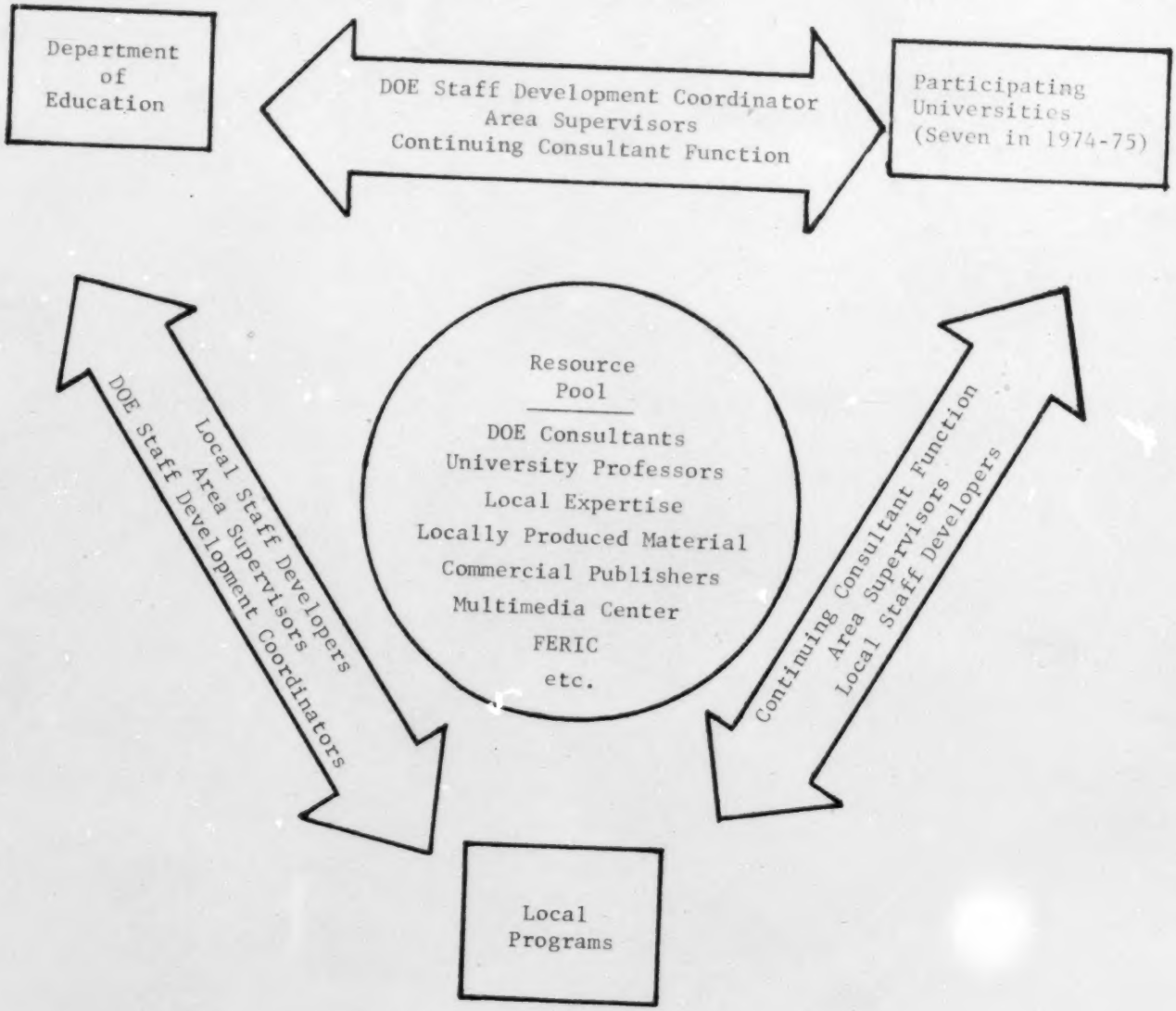
Whether this plan succeeds or fails, it will require modification. If it succeeds it will alter the teacher training needs of the state to the extent that modification is mandatory. If it fails, a new approach must be devised.

Participating universities and local staff developers will evaluate their activities on a continuing basis, using appropriate instruments. Results of these evaluations will be forwarded to the Department of Education staff developer for compilation and analysis.

The Department of Education Staff Development will conduct a continuing evaluation of the total program with the major focus on aspects of coordination and communication.

Results of the various evaluations will be discussed in meetings of the State Planning Committee for Staff Development which will be held at regular intervals. Modifications of the plan will evolve from these meetings.

FLORIDA DISSEMINATION MODEL



GEORGIA

Department of Education

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Tommie Fuller, Area Consultant and Staff Development Specialist
Harry King, Area Consultant
Polly Claiborne, Area Consultant

Participating Institutions

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Georgia Southern College, Statesboro
Dr. V. Edward Brown

University of Georgia, Athens
Dr. Alan Pardoen
Dr. Curtis Ulmer

West Georgia College, Carrollton
Dr. Joseph Mann

Georgia first participated in adult education staff development in the mid-Sixties when the state director attended one of the first national workshops held for state adult education personnel. As the state began to receive monies for its adult education program, it first set up and conducted workshops over the state for teachers new to adult education. Methods and techniques for working with the disadvantaged adult, materials, and the culture of the disadvantaged were introduced to the new teachers. This continued as the knowledge from regional and other national workshops was brought back by the participants.

To build competence for staff development within the state, the State Department worked toward the establishment of a Department of Adult Education at the University of Georgia. Soon authorized to offer master's and doctorate degrees in adult education, the University contracted with the State Department to produce textbook materials and television tapes and to conduct inservice courses in adult education. The state educational television network was utilized to reach every county with inservice materials. This contract for services allowed the University to employ an additional staff member who was especially competent in adult basic education.

These activities were well underway when the Region IV Staff Development Project materialized in 1969. As part of the new project, the state was divided into quadrants and one state department staff member was assigned to each quadrant. This move decentralized state administration of adult education. Also, one higher education institution in each quadrant was identified and enlisted to serve as the institution responsible for staff development in that quadrant. These institutions hired prepared and experienced staff in adult education who served as resources to the state consultant responsible for that quadrant. The two served as a team.

Four quadrant advisory committees were established and became the program planning and staff development agencies for the quadrants. Each committee included administrators, teachers, state department personnel, and higher education staff, and was usually representative of sex, race, and geography. Committee members became partners with the Department of Education, the state consultant, and the higher education professor in developing quadrant programs and activities.

In 1970, the State Board of Education adopted certification standards for adult educators. These standards allow for the addition of adult education as a field of competence and for the master's degree or the six-year program in adult education. The certification standards encourage the part-time adult educator toward professional growth and encourage the development of full-time adult educators.

After the loss of state director leadership, the quadrant advisory committees were dormant for several years. They now have been re-organized by the new state director and charged with planning and coordinating the staff development and dissemination activities for the quadrants. Their responsibilities include identifying needs of teachers and learners, locating resources—material and human—that may be useful in meeting needs, and coordinating inservice activities for teachers that will be helpful and relevant.

Along with the reactivation of the quadrant committees, a statewide planning committee for staff development and dissemination was formed. It brings together representatives from the three main resources (state department, universitites, and local programs), other divisions of the State Department of Educaton, and representatives from business and industry. Its function is to review and evaluate the state's staff development and dissemination activities, to receive reports from the quadrant committees and assist them in planning, and to make recommendations to the state director.

RATIONALE

This plan represents a description of progress the state has made in developing a training and dissemination network and lays a basis for expansion involving current and future participants. In this way, the plan helps trainers and teachers know what has been accomplished, what mechanisms exist to maintain those accomplishments,

and what future directions should be taken.

Many adult education staff personnel are part-time, with little time to devote to their own pre- and inservice training and development. As a result, training must be efficiently organized and specifically oriented to staff needs. With the approved required certification of adult education personnel, this organization of cooperative statewide effort becomes increasingly necessary. The plan for adult education professional staff training and development has been designed with several purposes in mind:

1. The scope of staff development and dissemination activities within the state, at all levels, described according to the types of tasks that need to be performed.
2. The resources available to conduct training are listed and the responsibilities of these resources are assigned.
3. The relationship between similar and different training activities—statewide and quadrant-based—is evident, preventing duplication of effort but insuring that certain necessary activities are replicated throughout the state.
4. Discrete staff development and dissemination activities described in the state plan are intended to provide a basis for evaluation.

This is not a restrictive plan, but a guide which enables staff development activities in the state to grow, with a minimum of duplication.

OBJECTIVES

Georgia's plan for staff development and dissemination is designed to provide uneducated and undereducated adults access to quality continuing education. This is being achieved by developing institutional competence for adult education, professional training, and program development. The resources for these achievements are primarily the Georgia State Department of Education, the four selected state colleges and universities (University of Georgia, West Georgia College, Georgia Southern College, Albany State College), and the county and separate city public school systems of the state.

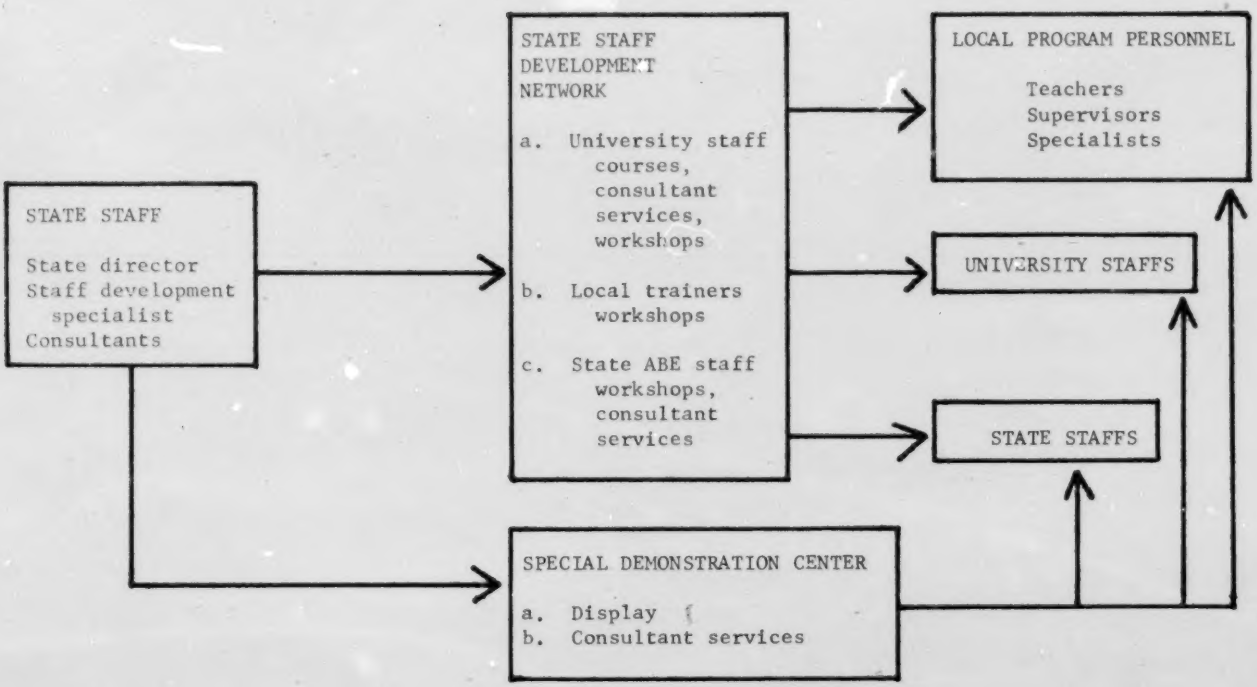
Each local district is required to conduct ten hours of inservice education each year. The local ABE coordinator is responsible for planning and coordinating the inservice programs, with assistance from the state department of education and cooperating universities. Local coordinators may join in a quadrant inservice program, with the number of participants determined by the quadrant advisory committee. Where all teachers are involved from a local district, whether for credit or not, a regularly scheduled college course may meet this requirement. Participants who want college credit must register with the college offering the course and are responsible for paying their own fees. Any course that meets this requirement must be approved by the state department of education. All training offered for credit will meet the college requirement of 2½ hours each session. For attending inservice meetings, teachers will be paid the same rate of compensation as they receive for teaching regular adult classes. The 200-hour class time will be reduced to 190 hours in order to fulfill this provision.

The format selected for the plan relates the major tasks in a staff development/dissemination network to the resources most responsible for carrying out the tasks. The list is not exhaustive and may be expanded at any point.

Specific Tasks for Staff Development and Dissemination	Responsible Resources: University Faculty	SDE Staff	Staff Development Specialist (SDE)	AE/ABE Coordinator	AE/ABE Teacher	AE/ABE Aide	State Advisory Council	Quadrant Advisory Committees
Identify through surveys and field visits the needs of local programs	X	X	X	X				
Forward needs for training to advisory group	X	X	X	X	X	X		
Initiate activities to meet discovered training needs	X	X					X	X
Identify products, techniques, procedures to meet needs	X	X	X	X	X		X	X
Request and utilize outside technical services	X	X	X	X				
Coordinate scheduling, planning, and conducting staff training activities for state		X	X				X	
Foster and plan comprehensive program for quadrants	X		X					X
Develop plans and schedules of inservice and preservice activities for local system				X				X
Request aid of SDE consultant and college personnel for needed assistance				X				
Aid local systems in developing staff training activities	X	X	X					X
Develop grant applications for demonstration or training projects within selected systems	X	X	X	X				
Negotiate and accept contracts or memorandums of agreement for internships, demonstration programs, research staff development training	X	X	X	X				
Set up demonstration projects	X	X	X					
Conduct credit classes	X							
Conduct institutes and workshops	X	X	X	X				
Offer consultant help to agencies and local systems	X	X	X					

Specific Tasks for Staff Development and Dissemination	Responsible Resources							
	University Faculty	SDE Staff	Staff Development Specialist (SDE)	AE/ABE Coordinator	AE/ABE Teacher	AE/ABE Aide	State Advisory Council	Quadrant Advisory Committees
Read and utilize professional publications	X	X	X	X	X	X	X	X
Engage in personal sharing activities with colleagues	X	X	X	X	X	X	X	X
Foster participation of personnel in local, state, regional, and national training and professional activities	X	X	X	X				
Utilize local personnel, methods, and materials in on-going classes or activities	X	X	X	X	X	X		
Participate in local system inservice activities for staff development				X	X	X		
Aid professional growth through self-learning	X	X	X	X	X	X	X	X
Assess staff development/ dissemination activities	X	X	X	X	X	X	X	X
Officially represent SDE		X	X					
Aid development of system program plans	X	X	X					
Administrate official system reports, budgets, personnel requests, etc.		X						
Develop activities which promote broader adult education opportunities, e.g., superintendent meetings, adult eucation councils, community school projects	X	X		X				
Promote and issue new releases and information publicizing adult education activities	X	X		X				

GEORGIA DISSEMINATION MODEL



Coordinators Distributors Users

KENTUCKY

Department of Education

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Robert Brown, Area supervisor
Karen Deichert, Learning Lab Specialist
Harlan Stubbs, Area Supervisor

Participating Institutions

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William Goldwair

Morehead State University, Morehead
Dr. Harold Rose

Western Kentucky University, Bowling Green
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KENTUCKY

It is generally recognized that the public school systems in Kentucky actively recruit teachers to satisfy the needs of an increasing number of adults interested in adult education. Because the motivation and behavior patterns of the adult learner are different from those of the pre-adult student in a public or secondary school, the basic philosophy underlying adult education efforts in Kentucky is predicated on the belief that working with adults requires unique skills and techniques. The improvement of administrators, supervisors, teachers, and related personnel is most essential if the educationally disadvantaged adults in this state — approximately 1,000,000 who haven't completed high school — are to overcome their educational deficiencies and take their rightful place as productive, contributing members of society.

Therefore, it is essential that attention be given to staff development in adult education and dissemination of new materials and techniques. Cooperative relationships have been formed among the State Department of Education, local school systems, and institutions of higher learning.

OBJECTIVES

The purpose of the staff development/dissemination plan is to formulate and implement a delivery system that will prepare qualified persons — administrators, program planners, teachers, counselors, and researchers — to staff instructional activities for adults. Learning experiences, provided by the State Department of Education, local school systems, and institutions of higher learning will afford Kentucky adult educators an opportunity for professional development and for an understanding or awareness of:

1. the role and importance of adult education as a unique segment of the total field of education
2. the social and economic conditions of disadvantaged adults and the impact of these conditions on creating an effective learning environment
3. the physiological and psychological characteristics of the adult learner with implications for teachers of adults
4. the importance of and procedures involved in determining adult needs and goals
5. the methods and techniques available for working with adults and skill in selecting the best for a given situation
6. the competencies required in subject matter areas as reading and mathematics
7. the procedures involved in administering and interpreting diagnostic inventories to assess academic strengths and weaknesses
8. the principles of program or curriculum development that will enable the learners to meet their goals
9. the principles of guidance and counseling that will enable the adult educator to aid in solving the learner's social, economic, and domestic problems
10. the community resources that are available to the disadvantaged adult
11. current materials for adult learners and methods of evaluating them
12. the principles of evaluation and their applicability to local situations

RESOURCES AND RESPONSIBILITIES

The staff development/dissemination plan in Kentucky will coordinate three administrative units:

1. the State Department of Education
2. selected colleges and universities
3. local educational systems

Community agencies such as the Department of Economic Security, Department of Health, Employment Security, Office of Economic Opportunity, Vocational Rehabilitation will be included from time to time in staff development activities to promote opportunity for local community support. Professional associations that support adult education in Kentucky are: (1) National Association for Public Continuing and Adult Education (NAPCAE); (2) Adult Education Association of the USA (AEA); and (3) Kentucky Association for Continuing Education (KACE).

Also, many resources are available in the State Department of Education, local school systems,

and universities other than those designated specifically as adult education. These include the areas of guidance and counseling, reading, vocational rehabilitation, vocational education, administration and supervision, and others.

Each of the three main resource agencies has adopted certain procedures and accepted responsibilities that will allow them to work toward the objectives listed earlier.

STATE DEPARTMENT OF EDUCATION

The State Department of Education will coordinate all of the state's staff development and dissemination activities. The director, the staff development specialist, and four area supervisors of adult education will provide leadership for statewide planning; for coordinating specific activities, such as determining needs of teachers of adults and locating or developing materials for adults; for setting up inservice training experiences; and for assessing activities and progress in staff development and dissemination. While the state department is designated as the coordinating agency, one individual, the staff development specialist, will assume the responsibilities for staff development and dissemination in Kentucky.

The State Staff Development/Dissemination Planning Committee is composed of state department staff, university professors and graduate students, and selected local teachers and supervisors. This planning committee will meet periodically to overview staff development and dissemination activities and to plan future action.

In addition, an Inservice Training Committee for each of the four geographical areas of the state will be activated. Each committee will include the state area supervisor assigned to that region, the adult educator from the university serving that particular region, and teachers or coordinators. The state area supervisor works closely with the university in establishing academic programs for adult educators and offering courses based on needs. This close working relationship will be maintained and strengthened.

More specifically, the State Department of Education will:

1. provide the leadership that will allow for more complete and effective training for all adult education personnel
2. work with universities, local ABE personnel, and the State Planning Committee in determining training needs and in locating products and planning ways to meet those needs
3. involve university personnel in all statewide training activities
4. encourage local programs to involve university personnel in the process of identifying and solving adult education problems
5. alert local personnel to services available from the universities, such as on-campus and off-campus courses (both undergraduate and graduate), workshops, and seminars
6. continue to build and strengthen the system described in this plan, in which new materials, techniques, and other innovations in adult education are disseminated to potential users
7. improve its leadership capabilities by participating in conferences, seminars, workshops, and institutes sponsored by local, state, and federal agencies
8. serve as resource persons in the content areas in which they are professionally competent
9. create an awareness of the importance of adult education staff development among local boards of education and school administrators
10. develop an incentive system for participating in staff development activities
11. develop employment standards for adult education personnel
12. pursue the concept, with universities, of allowing adult educators to receive credit from any Kentucky institution of higher learning regardless of where the credit is earned
13. explore the potential role of paraprofessionals in local programs
14. consider purchasing innovative types of equipment, house these in the State Depart-

ment of Education, and let the area supervisors demonstrate their applicability to local programs during their regular visitation schedules

UNIVERSITIES

Three institutions of higher learning will be regularly involved in staff development and dissemination activities: Kentucky State College, Frankfort; Morehead State University, Morehead; and Western Kentucky University, Bowling Green. Morehead State offers a master's degree program with a major in adult education. The other two offer adult education courses. Murray State was selected to replace Kentucky State in 1974-75.

All three institutions will continue to participate in inservice activities for adult education personnel. In addition, they will continue to serve as consultants to local programs and to the State Department of Education.

In contributing to the achievement of the objectives of the Staff Development Plan, the universities will:

1. offer undergraduate and graduate courses designed to provide learning experiences relevant to the needs of adult educators in the state
2. develop graduate and/or undergraduate programs for teaching and administrative personnel
3. assist the State Department of Education in providing short-term pre- and inservice activities for new as well as experienced adult educators
4. conduct summer institutes for adult education personnel
5. provide consultant services to local programs and to the state staff as requested
6. conduct research in adult education
7. offer sufficient off-campus courses in adult education so that academic training will be available to every local system in the state
8. avail themselves of continuing education opportunities in order to stay abreast of needs and innovations in adult education
9. assist state department staff in setting up procedures to identify needs of teachers, to locate products to meet those needs, and to train teachers in implementing new products
10. work with staff development specialist and ad hoc committees in developing products for teachers when appropriate ones are not available elsewhere
11. serve as member of the State Staff Development/Dissemination Planning Committee, reviewing and evaluating progress and activities in state and recommending future direction

LOCAL SCHOOL SYSTEMS

Local inservice will be left to the discretion of each school system. The planning of local inservice programs will be under the direction of the local school superintendent or his designated staff member. The state staff and university personnel will assist the local systems in this effort as assistance is requested.

In contributing to the success of this Staff Development/Dissemination Plan, the local school systems will:

1. require teacher participation in preservice and inservice activities as a condition of employment
2. work with the State Department of Education in establishing policies and procedures for the operation of inservice programs
3. select appropriate personnel for attending adult education workshops and institutes
4. identify training needs of teachers and provide inservice experiences as one way to meet those needs
5. be alert to innovations in materials and procedures and make program staff aware of them
6. work with university servicing area to set up credit courses and encourage staff to attend
7. conduct continuing evaluations of adult education development projects
8. identify needed areas of research in adult education

9. solicit the support and assistance of other community agencies in identification of local needs and in conducting inservice training

EVALUATION

The staff development/dissemination activities will be evaluated regularly. Instruments will be constructed as needed to ascertain demographic data about the participants and their reactions to various facets of the training provided. The staff development specialist is responsible for coordinating evaluation of staff development/dissemination activities. The resources who assist him are the members of the Planning Committee, including university and local staff, and the state area supervisors.

Assessment of products developed for statewide dissemination will be structured by the Planning Committee and carried out by university personnel and selected teachers and local coordinators.

The effectiveness of the staff development/dissemination system as described in this plan will be reviewed regularly by the State Planning Committee who will offer suggestions for improvement to the state director and the staff development specialist.

KENTUCKY: ASSIGNMENT OF RESPONSIBILITIES

DEVELOPMENTAL ACTIVITY	ACCOUNTABLE RESOURCE	SUPPLEMENTAL RESOURCE
1. Determine needs and establish priorities	Staff Development Specialist	State Supervisors Local Supervisors State Director University Faculty
2. Locate promising products	State Director, Staff Development Specialist, Planning Committee, Local Trainer, University Faculty	State Supervisors Subject Specialist Local Supervisor Graduate Students
3. Set criteria for selection	State Director, Planning Committee	Staff Development Specialist
4. Select, adapt or develop the product	Planning Committee, State Director	Staff Development Specialist University Faculty
5. Identify and alert the intended users	Staff Development Specialist	State Supervisor Planning Committee Local Supervisor
6. Prepare users	Staff Development Specialist	University Faculty Planning Committee State Supervisor
7. Plan strategies and techniques	State Director	Planning Committee Staff Development Specialist
8. Obtain product	State Director, Staff Development Specialist	
9. Distribute the product and/or provide training	Staff Development Specialist	State Supervisor University Faculty Local Trainers
10. Assess and refine the dissemination system	Staff Development Specialist	Planning Committee State Supervisor

MISSISSIPPI

Department of Education

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Fern Bess, Materials Specialist
William Box, Area Supervisor
W. L. Whittington, Area Supervisor

Participating Institutions

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Dr. Johnny Harris
Katherine Mosley

Mississippi State University, State College
Dr. Richard Etheridge

University of Southern Mississippi, Hattiesburg
Dr. George McNinch
Dr. Conrad Welker

The Mississippi State Department of Education believes that education of the adult is as great a necessity, and as great a responsibility, as education of pre-adults. Adult education should therefore become and integral part of each local system in the state. Through our Adult Basic Eduction program, we hope to raise the educational level of the undereducated in our state, to increase their opportunity for becoming more productive through better employment, to reduce their dependence on others, and to assist them in meeting adult responsibilities.

We feel that continual professional development of the state's ABE personnel is a most important factor in our achieving these goals. Included in the category of "ABE personnel" are the state staff, university staff, community college personnel, and supervisors and teachers in local programs for adults. This staff development/dissemination plan is intended to provide a way for all of these adult educators to always be currently informed of the latest developments in the field. Most of our activities, however, are directed toward the ABE teacher and local supervisors for several reasons. They are in close contact with the undereducated adults of the state, our ultimate concern. Then, too, almost all teachers in the adult basic education program are part-time, with their main responsibilities in elementary or secondary schools. These teachers are sincere and dedicated, but in general have had little or no experience in teaching adults. Also, lack of time and an unfamiliarity with resources prevent much independent study. Most teachers need training in recognizing the needs of their adult learners and in selecting materials and techniques best suited to meet those needs. An operational statewide program of staff development and dissemination would acquaint new teachers with the problems and characteristics of the undereducated adult and would offer all adult educators ways to keep abreast of innovations and trends in the field—theory, research, materials, procedures, and techniques.

In this staff development/dissemination plan we identify the various resources that are available for this training network and define the responsibilities that each resource has.

OBJECTIVES

To insure continual staff development and dissemination by establishing a working statewide system for professional development in ABE. As part of the system:

- to coordinate the services and activities of the State Department of Education, universities colleges, and local programs
- to continually identify teacher and learner needs
- to develop inservice activities to meet those needs
- to make teachers aware of the latest materials and techniques
- to train teachers in the implementation of promising innovations
- to assess activities and procedures regularly
- to provide adequate incentives for ABE staff to take advantage of the staff development/dissemination activities offered through this system
- to train local personnel as specialists for inservice

RESOURCES AND ROLES

In Mississippi's staff development/dissemination plan, each resource is responsible for carrying out certain responsibilities. Among the resources who are instrumental in the staff development/dissemination network are the state department staff, university personnel, community college staff, and supervisors and teachers from local programs, some of whom have been educated as trainers.

STATE DEPARTMENT OF EDUCATION

The state department staff is responsible for coordinating all staff development/dissemination activities in the state. This includes (1) being continually aware of the current needs of local programs and of the alternate strategies for providing materials and training to meet those needs, (2) setting up and maintaining adminis-

trative channels to insure open communication among all resource groups and to support staff development/dissemination activities, and (3) calling together the state advisory committee at least twice a year and assigning people to ad hoc committees and task forces. In addition, state department staff also distribute funds to local programs and assist these programs in training their personnel. Information about ABE activities and the statewide program is disseminated by the state department to the general population through the news media, television, and personal contacts.

One person in the state department has the special responsibility of staff development in the state ABE program. This person coordinates teacher training, alerts local program staff to new materials and techniques, arranges for university and community college services, and so on. In general, teacher training is carried out through workshops at the local level, usually for a large metro group or a multi-county area. The staff development specialist helps local programs to articulate their needs, to locate sources of assistance, and to plan workshops and other training experiences.

Two other members of the state department staff, with geographical assignments, work with programs in the northern and southern parts of the state, helping them to strengthen their programs and assisting in identifying needs and working on solutions to problems.

UNIVERSITY AND COLLEGE PERSONNEL

Three institutions of higher education have worked with the state department in setting up the staff development/dissemination network. Faculty and graduate assistants from Jackson State College, the University of Southern Mississippi, and Mississippi State University have provided consultant services to local programs and to the state department, have been involved in planning statewide institutes and inservice programs, and have been instrumental in developing new materials to meet specific needs.

Information on innovative materials and techniques is carried to teachers and supervisors by university personnel. This occurs through personal on-site visits, workshops, and regular campus and off-campus credit courses. In all three institutions undergraduate courses in adult education are offered each school term. Two institutions—Jackson State and Southern Mississippi—have a master's degree program in adult education. Beyond that, Southern Mississippi also offers a six-year certificate and a doctorate degree in adult education. Mississippi State University offers graduate-level courses leading toward a master's, six-year, or doctorate degree. The adult education programs in all institutions of the state will continue to expand with the demand for training brought about by recent certification requirements for teachers of adults. At least two credit courses in adult education are required of all teachers in the state adult education program.

COMMUNITY COLLEGES

The facilities available at many community colleges throughout the state include state-funded learning labs, another important resource in the state's staff development/dissemination network. With the exception of the state staff and a few local supervisors, the laboratory coordinators are the only full-time staff in the adult basic education program. They frequently serve as resource people or trainers at local workshops and state-coordinated inservice meetings. The labs themselves are often the site of local or area workshops and of graduate classes. In addition to housing the latest materials for adult learners and teachers, they offer an ideal way to provide direct teaching experiences.

LOCAL PROGRAM PERSONNEL

Many teachers and program supervisors have special expertise in certain areas and often play an important part in staff development and dissemination activities. Teachers and supervisors serve on the state advisory committee, on area councils, and on special ad hoc committees and

task forces. They bring to these groups the kind of knowledge of program needs and strengths that comes from direct experience. Local personnel from any of these groups may become teacher trainers, conducting workshops and serving as resource persons. Personnel from local programs often take the initiative in developing new materials to meet their needs and identifying new commercial materials with promise.

PLANNING AND ACTION GROUPS

A statewide advisory committee, composed of representatives from each resource group—state department, universities and colleges, community colleges, and local programs—oversees the progress of staff development/dissemination activities and advises the state director on current needs and possible ways to meet those needs. As shown in the model, the state advisory committee enters the staff development/dissemination process at three important points: (1) in reviewing training needs as articulated by state department, university, and local program personnel and in recommending priorities for action toward meeting those needs, (2) in planning specific activities and procedures for statewide effort in training and dissemination, and (3) in evaluating staff development/dissemination efforts and recommending future action. The state advisory committee is called together at least twice annually by the state director.

Five area councils will be set up throughout the state, each with an assigned geographical area to serve. Membership on the councils will include not only teachers of adults and supervisors of local programs but people from other lines of work interested in the adult education program. The chairmen of the councils will be from the area served and will be responsible for all activities of the council. At least one person from the state department will be invited to council meetings to serve as liaison between the council and the state advisory committee. The area councils will be responsible for coordinating the adult education programs of the area, planning new components for the programs themselves, and for coordinating activities for staff development and dissemination.

Also, ad hoc committees and task forces will be appointed when necessary to complete specific tasks such as planning a statewide workshop or developing new materials for the teacher or adult learner. Selected members of these groups may then be asked to train teachers, if appropriate.

STAFF DEVELOPMENT/ DISSEMINATION NETWORK

As stated in the first objective, Mississippi's staff development/dissemination system is intended to insure continual up-to-date training for all involved in the adult eduction program. We will provide information on the latest innovations in the field as well as training in the implementation of those with the most promise and relevance to our program.

The model shown here depicts the relationships of the various resources and a condensed listing of their responsibilities. At the local level, program staff have a role in identifying their own needs and selecting those to receive immediate action. Specific problems may be relayed to the area council and to the state advisory committee through council members or the state area supervisor. Identification of needs on a statewide basis is made by each major resource group as it is represented on the state advisory committee. The area supervisor, a member of the state department staff, is the connecting link between the area council and the larger state advisory committee. He carries to the committee problems, needs, and suggestions; he relays back to the council recommendations made by the committee and an overall picture of statewide activities.

All of the state's adult education resources are involved in locating and selecting materials, techniques, and procedures showing promise for solving the identified staff development needs. According to certain practical criteria, the state advisory committee plans whatever steps are necessary to insure that information and training reach the teachers and supervisors to whom it

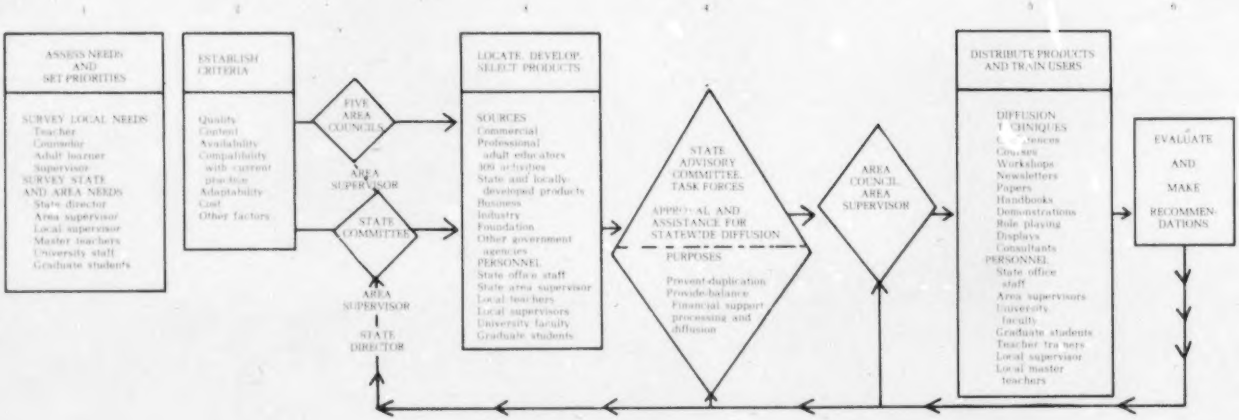
would be useful. Responsibility for carrying out these plans rests with the area councils and area supervisors, with assistance from the other resources—university personnel, teacher trainers, other state department and agency staff.

Actual dissemination and training techniques for a particular product will be chosen from among many alternatives, with an eye toward selecting those especially suitable for the particular group of users, their interests, and their working and learning styles. Personnel to conduct workshops, write newsetters, and develop products, and so on will be selected according to their individual specialties and talents. State department staff and university faculty, because of the scope of their work and contacts and because of the resources available to them, may be able to recommend consultants or specialists from the state or elsewhere to help with inservice training.

Assessment of the state's staff development/dissemination activities and refinement of the system falls primarily to the state advisory committee. Through its membership it links local programs, the five area councils, universities, community colleges, and the state department. Its suggestions and recommendations will be based on the viewpoints of all resource and action groups and will come from a statewide perspective. Decisions on the committee's recommendations are the responsibility of the state directors.

Work toward the second objective, that of offering incentives for teachers and supervisors to avail themselves of the staff development/dissemination opportunities, has already begun with the implementation of requirements for certification. Two credit courses in adult education are the minimum requirement for teachers in the state adult education program.

MISSISSIPPI
Model For Dissemination



NORTH CAROLINA

Department of Community Colleges

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Dr. Tom Dudley, Director, Adult Services
Dr. Hazel Small, Education Training Specialist
G. Glenn Brookshire, State Administration, GED
Joseph Carter, Director, Libraries, Learning Labs, and Resources
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East Carolina University, Greenville
Dr. Leonard Lilley

North Carolina A & T University, Greensboro
Dr. Henry Goodman

North Carolina State University, Raleigh
Dr. Conrad Glass

The North Carolina State Department of Community Colleges believes that a comprehensive system of educational opportunities must be available to all adults 16 years of age and above to meet their industrial, vocational, and technical education manpower needs, including adult basic education and high school completion. The Department further believes that the quality of instruction is related to teacher competence. There is a demonstrable relationship between the level and quality of instructor training, both inservice and preservice, and achievement of adult learners. Toward the goal of providing quality instruction for adult education programs in North Carolina and encouraging and providing for the continuous training and upgrading of adult educators, a state plan for staff development has been formulated.

The plan reflects the characteristics of each of the elements of the training network (ABE learners, the ABE program placement and administration, ABE instructors, training resources) as well as the geographic uniqueness of North Carolina. The target population of ABE learners is that group of almost two million (1,821,653) Tarheel adults with less than a high school education, including 749,866 adults with less than an eighth-grade achievement who lack the skills to benefit from the personal, social, and economic opportunities available in the state.

The state ABE program is located in the Office of Continuing Education Programs in the State Department of Community Colleges. It is administered at the state level by a director at each of the 57 community college institutions. One state consultant serves as a staff development specialist who coordinates the total ABE training program. The population of adult education instructors is comprised mainly of part-time instructors of adults who are full-time teachers of children. The resource base of graduate and undergraduate level teacher training programs comprises the 16 constituent institutions of the Greater University of North Carolina, as well as the private institutions of higher learning in the state. The geographic configuration divides the state into three distinct regions (mountain, piedmont, and coastal plains), each of which has its own set of human development needs.

RATIONALE

The Need for ABE Staff Development: Adults are increasingly involved in a life-long learning process. In addition to the personal needs for continuing education to enhance the quality of life, there is the professional need to maintain competence in career fields.

The increasing complexity of our society demands continuous updating of knowledge and skills. Moreover, there is an increasing awareness of the need for a profession of adult education. Effective adult instructor performance is the result of professional attitudes and practices geared to the unique needs and interests of adult learners. ABE teachers constitute one of the largest groups of practitioners in the adult education field. Their ultimate responsibility, through special training, is to provide literacy and basic education learning activities which are acceptable, interesting, and worthwhile for adults.

Professional Accountability: The profession of adult education ascribes to as set of values emphasizing individual choice and facilitating the application of learning throughout the adult life cycle. Universal values of professional adult educators include: respect for the worth and dignity of every adult, encouragement of instructional variability and the offering of acceptable alternatives to adult learners, and faith in the adult's ability to make right decisions for himself.

Adult educators believe that certain learnings are vital for any adult to function in our society. The sequence of necessary learnings begins with the coping skills of communication, computation, and social interaction provided under the broad heading of Adult Basic Education. In order for the practicing adult educator to be effective in relating to adult learners, a substantial body of knowledge and attitudes must be mastered. The state plan calls for recognition of the many varieties of adult instructor training, the materials, the desired pro-

fessional behaviors, and practices which can result from such training.

The Purpose of the Plan: The purpose of the state plan is to provide a guide for the design and delivery of an annual state staff development program. The program will assure every ABE teacher in the state easy access to training activities needed to become a more effective teacher of adults.

The major function of the plan is to establish and maintain a systematic set of linkages between those agencies, institutions, and people that will provide for a smooth flow of both pre- and inservice training activities when and where they are needed. The plan defines not only the roles of each of the various resources in the linked system but also the activities necessary to achieve training goals and objectives.

The plan will assist state, university, and local staff to identify the tasks necessary to provide teacher training activities and to disseminate desirable ABE practices and materials.

The Goals of Staff Development: The goals of staff development are those that can realistically be achieved, utilizing resources already available. The goals are concerned with the content and process of training activities for ABE personnel.

The major goal is to provide training for ABE instructors that will have impact upon: (1) instructor morale, competence, job satisfaction, and professional identity as adult educators, (2) student recruitment, retention, and adult counselling, (3) curriculum development, (4) research and dissemination, (5) appropriate adult methods and materials, (6) program articulation, within and between institutions and agencies providing adult learning opportunities, and (7) mastery of the skills subjects including reading, math, communications, and personal adjustment.

Another goal is to deliver easy-access training which emanates from three levels: (1) state, (2) regional, and (3) local. These activities offer serveral options: (1) preservice and inservice training for adult education personnel, (2) a variety of graduate course credits and degrees in adult education, (3) renewal of teaching certification, (4) a continuous program of summer institutes and regional and/or local workshops, and (5) professional conferences.

OBJECTIVES

Objectives to meet the goals of delivering ABE staff development establish the criteria for engaging in specific ongoing activities which involve specific personnel or agencies within a given time frame. The objectives relate to training needs, organizing resources, planning and conducting training activities, recording, measuring, and evaluating accomplishments.

Needs	To identify a process to systematize the annual assessment of ABE training needs so as to encourage input from all relevant sources including ABE learners, teachers, supervisors, directors, state staff, university professors, learning theorists, other experts and researchers.
	To develop procedures for assigning priorities to training needs on an annual basis so as to provide for (1) a maximum set of statewide training activities to meet those inservice needs held in common by the greatest number of ABE personnel in the state, and (2) a set of training activities to meet special local or regional needs where preferred, utilizing a budget of not more than 5 per cent of the state ABE allocation.
Program	To establish and maintain a state level ABE staff development advisory committee, with membership representing all levels and aspects of ABE, to serve as the coordinating agency for ABE staff development activities.

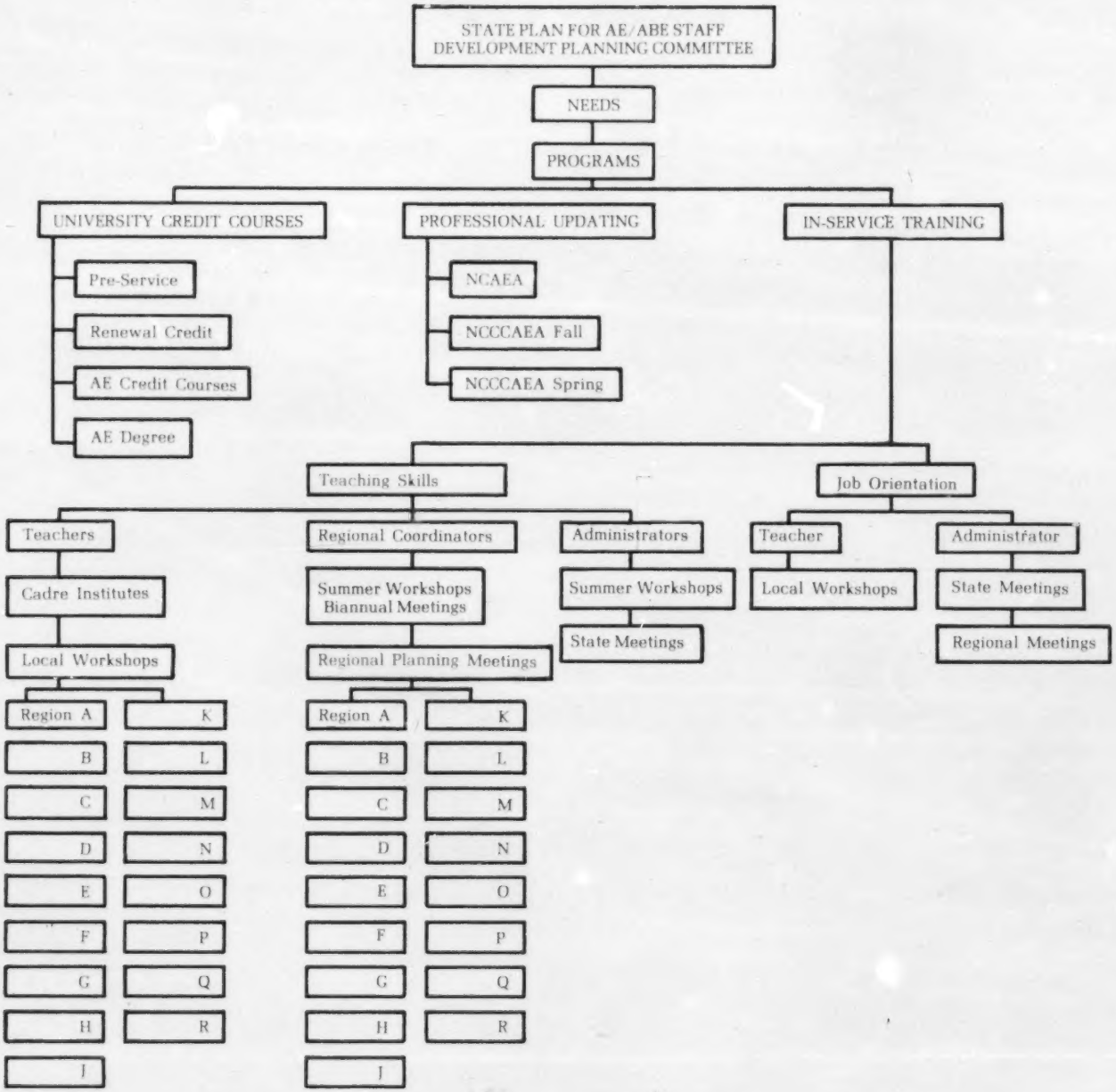
Resources	To utilize and mesh the existing 17 multi-county planning regional structure of the state with that of the geographically located institutions of the community college system and higher education so as to provide for the best delivery of continuous training activities to ABE personnel. To identify, develop, and support through annual contractual arrangements a consortium of university resources so as to increase the capacity of each to offer relevant credit courses, summer institutes, degree programs, and technical consultative service to ABE personnel. To establish and maintain a composite of 17 regional coordinators so as to assign authority for coordination and smooth flow of training activities and materials within each multi-county planning region. To identify a process whereby annually a growing cadre of currently employed ABE teachers can be selected, recruited, and trained to enable them to conduct workshops for their peers. To identify, locate, and disseminate special training resources not already available within the training network. This would include professional and/or commercial publications, special projects, materials, media, or professional consultants. To identify, develop, and articulate linkages between all institutional and human resources so as to strengthen the delivery of training activities.
Activities	To develop and communicate a schedule of ABE training activities including state, regional, and local level planning meetings; pre- and inservice workshops; summer institutes; professional association meetings; and consortium offerings on an annual basis. To identify a process for the continuous audit of training activities and accomplishments so as to maintain cumulative records of individual participation; scope, level, frequency, and location of institutional activities; subject matter content; cadre teacher activities; and costs accounting.
Evaluation	To develop an evaluation design that will provide data to describe program results for annual program revision.

THE DELIVERY SYSTEM

THE CLIENTELE

The clientele includes all those people involved in adult educaton programs in the state; however, major emphasis and concern are directed toward those persons who work with the adult basic education programs. More specifically, it is that group of people within the community college-technical institute system who are involved with ABE programs; administrators, teachers, counselors, recruiters, aides, paraprofessionals, clerks, coordinators, and volunteers.

The population of ABE instructors may be described using certain personal and demographic information of importance to their service as adult educators. These data tend to substantiate their need for inservice training in adult education methods and attitudes toward their learners.


STATE PLAN FOR AE/ABE STAFF DEVELOPMENT PLANNING COMMITTEE
NEEDS
PROGRAMS
UNIVERSITY CREDIT COURSES
Pre-Service
Renewal Credit
AE Credit Courses
AE Degree
PROFESSIONAL UPDATING
NCAEA
NCCCAEA Fall
NCCCAEA Spring
IN-SERVICE TRAINING
Teaching Skills
Job Orientation
Teachers
Cadre Institutes
Local Workshops
Regional Coordinators
Summer Workshops Biannual Meetings
Regional Planning Meetings
Administrators
Summer Workshops
State Meetings
Teacher
Local Workshops
Administrator
State Meetings
Regional Meetings
Region A
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Ninety per cent of ABE instructors are employed on a part-time basis. The 1971 ABE North Carolina Evaluation Report indicates that approximately 51 per cent of these part-time instructors are full-time elementary school teachers, 18 per cent are full-time secondary education instructors, and 31 per cent are employed full-time in other occupations. Sixty-nine per cent of the ABE instructors are women whose ages range from 18 to 69, with a median age of 41.

Only 50 per cent have had previous working experience in an ABE program, the median length of prior experience being 3 years. Actual years of experience range from 3 months to 10 years. Thirty-five per cent have been employed in ABE less than 1 year. However, 22 per cent have held their positions over 4 years. Ninety-two per cent of instructors hold baccalaureate degrees, while 26 per cent have also earned the masters degree.

Educational work experiences of ABE teachers, outside ABE, include elementary school teaching with a mean length of service of 14.4 years and median length of 12 years; secondary school teaching with a mean length of service of 6.5 years and a median length of 5 years.

Because the majority of ABE teachers have elementary education backgrounds coupled with a lack of experience in teaching adults, their philosophy and teaching style are manifested in a conventional learning situation originating from previous experience and training. Content selection is often typically made from within the bounds of "curriculum subjects" taught in the formal youth education setting resulting in the situation of the prevalence of inexperienced, part-time personnel whose approach to teaching the educationally disadvantaged adult is a carry-over from the elementary and remedial programs for youth.

THE TRAINING NETWORK

The training system is an articulated linkage of agencies, institutions, and personnel who share common concerns related to the goals of ABE and whose resources, when brought together in a concerted effort, become strengthened and can be applied so as to bring about greater accomplishments toward this common mission than is possible on an individual basis. The area of responsibility and role each agency performs are based on its unique nature and capacity for leadership and service. The network can be viewed from a number of levels:

A. A higher education university grouping, which includes: the consolidated university system, the private four-year colleges and universities, and the State Board of Governors. Within this grouping, major planning activity and responsibility are carried by a consortium of four schools—Appalachian State University at Boone, North Carolina Agricultural and Technical State University at Greensboro, East Carolina University at Greenville, and North Carolina State University at Raleigh.

B. The state level which refers to the staff of all state agencies (health, corrections, state library, and labor) and special state-level governmental organizations (Manpower Development Corporation, Commissions on Aging, Appalachia, and others) whose educational activities interface with those of ABE. The term specifically includes the staff of the Adult Services Section of the Division of Continuing Education Programs within the Department of Community Colleges, i.e., the state director of ABE, the staff development specialist, and one ABE educational consultant. It is anticipated that this staff will soon include four additional field consultants designated as ABE area coordinators. This group performs the role of leadership and is responsible for overall coordination of planning for the statewide ABE staff development and dissemination network.

C. A state coordinating agency, designated as the State ABE Advisory Committee for Staff Development, assists the state office in its major tasks of identifying training needs, developing and locating resources, establishing

priorities, and specifying objectives. Decisions and recommendations of the committee represent the voice of all ABE personnel in the state. Membership is drawn from all levels of the training network. It includes the state staff, professors and graduate assistants from each of the four participating universities of the ABE consortium, selected representatives from other state agencies, industry-based ABE programs, and selected local ABE program staff representing the scope and diversity of the 57 local community colleges and technical institutes.

D. The regional level is the grouping of the 17 regional coordinators selected from and representing ABE directors from each of the 17 governor's planning regions into which the state is divided. Each region has a volunteer area planning committee. Assisted by this committee, the regional coordinator is responsible for coordinating, and conducting training and dissemination activities within the region. Each region has representation at meetings and conferences and conducted by the State Department of Community Colleges.

E. The local level is composed of the staffs and teachers of the present 57 institutions within the community college system. Leadership responsibility for planning and coordinating training and dissemination activities is carried by the ABE director. The director is assisted by a local planning committee composed of one or two learners and three to four instructors, of whom one or more is a cadre teacher. This group meets periodically to schedule training workshops, to evaluate past activities, and to identify training needs. The group serves as a communication link between ABE personnel and training resources.

F. The title of cadre teacher identifies members of the group of inservice ABE instructors selected by their local directors and who have successfully completed University Consortium sponsored graduate-level training at one or more summer institutes. This training has enabled them to conduct inservice workshops for their peers in various subject-matter areas.

THE TRAINING MODEL

The training model portrays a unified framework whereby operational relationships between desired teacher performances, resources, and training activities are identified.

The human resources include: (1) state staff, (2) state ABE advisory committee for staff development membership, (3) university faculty drawn from various subject matter fields such as reading, math, etc., (4) university consortium adult education professors and graduate assistants, (5) regional ABE coordinators, (6) local ABE directors, (7) cadre teachers, and (8) other state or national experts.

Each of the resources shares in the responsibility of planning, coordination, research, information gathering, program delivery, reporting, and accounting. As a result of cooperative efforts at the local, regional, state and higher education levels, the following annual schedule of activities is provided:

Frequent local faculty planning meetings are called by the local ABE director. They are usually held at the local institution for the purpose of discussing teacher problems, identifying training needs, making recommendations for training activities, and assessing ongoing activities.

Summer, fall, and spring periodic regional planning meetings are called by the regional coordinator. They are usually held at a centrally located site. They meet for the purpose of planning and scheduling regional training programs. They also specify resources needed—cadre teacher trainers, university consultants or others—and discuss recommendations received from local meetings and groups of the training network.

Four or more local and/or regional preservice and inservice (credit and non-credit) workshops are conducted within each region each fiscal year. Preservice workshops are usually con-

ducted during August for newly hired ABE personnel or for those anticipating employment. A series of three-hour inservice workshops is conducted during the period September to April for ABE instructors within a region or for only those at a given local institution.

Statewide spring and fall three-day professional association conferences are held at various locations around the state to assure geographic and facility balance as well as wider representation on conference attendance over time. The major purpose of these meetings is to strengthen personal and collegial identity of North Carolina professional adult educators, to upgrade professional skills, and to renew personal commitments.

The fall conference serves as effective staff development and dissemination activity, generally at a high cognitive level.

Statewide ABE directors' meetings are called twice a year by the state ABE director. The winter meeting, lasting two days, is held in Raleigh to provide for role continuity, to strengthen the coordination of state procedures for administering the state ABE program, for clarifying policy and for disseminating federal, regional, and state information pertinent to program implementation. The summer meeting is a one-week course training institute held either on the campus of a consortium university or at an off-campus conference center such as a camp. The purpose is to upgrade those particular professional skills needed by ABE administrators to solve administrative problems identified earlier by directors during the winter meeting.

Three-day State Advisory Committee for Staff Development and Dissemination meetings are held at least three times each year, once during the summer or early fall, the winter, and the late spring. The summer meeting is organizational in nature. The direction, guidelines, tone, motivation, scope,and comprehensiveness for the fiscal ABE training program are defined. The purpose of the winter meeting is to provide

continuity and support for the ongoing subcommittee activities, to assess progress on statewide activities, to troubleshoot and make revisions in program plans where needed. The purpose of the spring meeting is to report and evaluate all activities on the training schedule. The advisory committee membership acts in concert to screen and make recommendations related to all ABE staff development and dissemination activities or resources in the training network.

University credit and non-credit (on-campus and off-campus) courses, workshops, and seminars for ABE personnel are developed and offered through appropriate education departments or divisions at each of the four units of the ABE University Consortium. Through a cooperative arrangement involving a contractual agreement between each of the units and the State Board of Education, ABE program funds are used to support professional activities necessary to provide a broad scope of professional training and dissemination services for community college ABE personnel. These services include, in addition to courses, graduate assistant research projects, graduate degree programs, and university professor field consultant services.

In summary the North Carolina state plan for ABE staff development and dissemination describes the method by which the resources of the various systems of higher education are linked together to establish a training network for the delivery of a wide variety of training activities to meet the needs of all those persons who work with adult basic education programs.

AE/ABE STAFF DEVELOPMENT RESOURCES

	AGENCY	ACTIONS	OUTCOMES
A. Consortium Universities	ECU - Greenville ASU - Boone NCSU - Raleigh NCA&T - Greensboro	Research Products Develop Programs Instruct Consult Develop Products Prepare users	Special Products Degrees Courses Workshops Institutes Seminars Monographs Journals
B. State Staff	Office of Adult Services Office of Staff Development	Plan/Coordinate Facilitate Programs Allocate Finances Locate resources/products Distribute Products Evaluate/Report	Planning Meetings Newsletters Program Services Reports Policies-Procedures
C. Multi-County Regional Units	17 Regions	Schedule/Plan Coordinate Conduct training	Planning Meetings Workshops
D. Local Units	57 local Community Colleges and Technical Institutes Learning Resources Centers	Plan Train Develop Products Try out Products	Planning Meetings Workshops Records/Reports Products
E. Cadre Teachers	62 Consumer Ed 30 Counseling 30 Math 28 Reading	Conduct Workshops	Increased ABE enrollment 111 Regional workshops in 1973-74
F. State ABE Staff Development Advisory Committee	30 Representatives	Plan Coordinate Collect data Identify needs Set priorities Evaluate Recommend actions	Training needs Annual calendar Training products

Roles	LOCAL		REGIONAL		STATE		UNIVERSITY	
	Cadre Teacher	ABE Director	Coordi-nators	Cadre Teacher	Staff	Advisory Committee	Prof.	Grad. Ass't.
Planning	X	X	X	X	X	X	X	X
Administration		X			X		X	
Coordination		X	X		X			
Inservice Workshops	X	X	X	X	X		X	
Preservice	X	X			X		X	
Summer Institutes				X	X		X	
Credit Courses							X	
Research					X	X	X	X
Degrees							X	
Dissemination	X	X			X	X	X	X
Projects		X			X		X	
Evaluation	X	X	X	X	X	X	X	
Seminars and Conferences		X			X		X	

Resources

STAFF DEVELOPMENT ROLES - RESOURCES LINKAGE GRID
NORTH CAROLINA

SOUTH CAROLINA

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William Smith, Program Coordinator
Frank Hardin, Staff Development Specialist
Gerard Anderson, Area Supervisor
Barbara Ashley, Reading Specialist
Frank Bagwell, Area Supervisor

Participating Institutions

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Dr. Ronald Ray

University of South Carolina, Columbia

Dr. Jack Lyday
Dr. Joe Murphy

THE ADULT EDUCATION PROGRAM

The South Carolina State Department of Education believes that the everchanging needs of adults in today's world make continuing educational development of adults in South Carolina no less a necessity, no less a responsibility, and no less a right than the education of children and youth. Adult education should therefore become part of each educational system in the state.

The program of local adult education is planned and developed on the basis of a continuous study of the community and the needs of its people. This program seeks primarily to serve the general educational needs of adults as individuals, as parents, as workers, and as citizens. Priority is given to literacy education and the various levels of basic education, and to courses of study contributing to the general educational needs and cultural development of adults of all ages.

OBJECTIVES

1. To continuously assess the adult learner's needs and plan programs accordingly
2. To strengthen the learner's self-image
3. To involve a cross-section of community personnel (learners to be served as well as personnel in leadership roles) in planning adult education programs
4. To upgrade the educational level of individuals and thus communities
5. To provide competencies for better initial job procurement and the upgrading of current employment levels
6. To provide social and cultural development for adult education groups served and thus, indirectly, for society at large
7. To encourage sensitivity to current societal trends and to utilize these trends in program planning
8. To synthesize the adult education program with the on-going regular school program so as to assure full partnership for adult education
9. To assist, cooperate, and implement the educational component through and for interagency programs designed to serve the identified needs of adults in the state

STAFF DEVELOPMENT AND DISSEMINATION

The South Carolina State Department of Education, Office of Adult Education, believes that, in order for the adult education program to be effective, professionals must be available to supply leadership and training. An adult education staff development/dissemination plan is a way to reasonably assure a quality adult education program through continuous professional training. The University of South Carolina and South Carolina State College offer on- and off-campus courses and staff development programs statewide. Faculty from both institutions have assisted on committees and prepared videotapes for ETV.

The concept of teacher involvement is an important part of South Carolina's plan for staff development and dissemination. Since 1969 the state's Office of Adult Education has funded many institutes to develop a cadre of teachers especially equipped and assigned to train other teachers and to disseminate information on new materials and techniques in the field. Three of these institutes were conducted by the University of South Carolina and one by South Carolina State College. Teachers are also involved in statewide and local planning. In addition to teacher ad hoc committees, a state advisory committee for staff development and dissemination includes teachers of adults, as well as coordinators, University of South Carolina and South Carolina State College personnel, curriculum specialists, and state department staff. This committee periodically reviews the philosophy of adult education adopted in 1966, revises it if appropriate, and develops plans and objectives for the adult education program and for staff development and dissemination activities. Also, it has made recommendations concerning (1) certification requirements for coordinators, for teachers, and for other supervisory and supportive personnel, and (2) coordinator job descriptions and adult education teacher competencies. Professors from the two higher education institutions are present at all meetings and are also included in Office of Adult Education staff meetings.

Staff development and dissemination inservice attention is directed to five separate groups: the teachers; those persons in supervisory positions at the local level; state department staff; those

persons involved in ancillary or supportive services to the adult education program; and the higher education personnel. For each of these five groups, there will be a variance in the kinds of skills, knowledges, and attitudes that will be needed. Subsequently, the content of the training, the mode of the training, and the staff responsible for each may also change.

As we move toward strengthening the staff development/dissemination program, a constant concern is determining the needs of the teaching, supervisory, and ancillary personnel. This would include their philosophical needs concerning adult education, as well as their skill needs such as teaching adults, or working to bolster the morale and the self-worth of the adult learner.

OBJECTIVES

The South Carolina Office of Adult Education believes that staff development and dissemination must be approached from several directions but always aimed toward the professional growth of teachers, supervisors, local coordinators, state office personnel, university and college adult educators, and other persons supportive of and involved in adult education. Our objectives in the staff development/dissemination plan are:

1. To provide a way to continually assess the needs of (a) the adult learner, (b) the teacher of adults, and (c) other adult education personnel—supervisors, coordinators, state department staff, university staff
2. To make the supervisory, teaching, and supportive personnel aware of the needs of the adult learner
3. To define staff development and dissemination tasks and assign responsibilities to the resources of the state
4. To develop graduate and undergraduate programs in adult education at the University of South Carolina and South Carolina State College
5. To develop a trained inservice cadre to serve staff development programs at the local, university, and state levels
6. To develop in supervisors, teachers, and supportive personnel the skills necessary to perform at a high level
7. To develop the ability of local programs to devise a curriculum appropriate to their adult learners
8. To develop an awareness in the adult basic education staff of the need for incorporating the social living skills in the total curriculum
9. To develop resources and methods for identifying new materials and techniques for teachers
10. To establish criteria for selecting, adapting, or developing new materials to meet known needs
11. To select, adapt, or develop new products and techniques according to set criteria
12. To plan and carry out strategies for staff development and dissemination, including selection of intended users and appropriate training procedures
13. To develop a system of identifying and using community resources in the total adult education program
14. To continuously assess staff development and dissemination activities, tasks, and responsibilities
15. To provide opportunity for advancement within the adult education structure by recruiting supervisors from the population of teachers
16. To develop job descriptions insuring the interrelationship of adult basic education staff positions
17. To identify minimum competencies for teachers and supervisors and to consider those competencies in developing certification standards
18. To channel staff development/dissemination activities through community groups if possible

Target Population: ABE Teachers

Type of Skill Task	Content of Training	Method of Training	Primary Staff Responsibility	Identification Code for: Method of Training	Primary Responsibility
1) Knowing the psychology of how adults learn. Translating theory into **techniques** and **methods** for teaching adults	1) Review research on principles of adult learning. Strategies for instruction using these principles of learning	6.2	(2.4)*.3	1) National institutes, conferences 2) On and off campus courses 3) Regional conferences 4) Independent or self studies 5) Consulting specialized personnel 6) Pre-service, in-service meetings 7) Staff meetings, seminars 8) Statewide television 9) Resource center 10) Individual personal contact	1) State staff 2) Local staff 3) University/ college personnel 4) Resource cadre 5) Ad hoc teacher committee 6) State advisory committee 7) Office of Research
2) Diagnosing to assess strengths and weaknesses of each student. Placement of students properly based on diagnostic results	2) Introduction to and practice with formal means of diagnosing. Placed into appropriate instructional group(s). Placed into appropriate instructional materials	6.3 5.4	(2.4).1 2		
3) Developing curriculum according to needs of the student (Individualize)	3) Sources of estimating needs of the adult student. Mechanisms for: 1. Translating needs into instructional objectives 2. Selecting activities to accomplish objectives 3. Selecting resources for carrying out activities 4. Evaluating instructional unit	3.6 2 5	1.(2.4) 3 3		
4) Identifying and using community resources to aid in instruction of adult education	4) How to identify resources Why are these resources important? Who will identify them? How will they be utilized?	7.6 5.4 2	2.(2.4) 2 3		
5) Selecting, evaluating, constructing materials to support instructional plan	5) Examine materials. Develop criteria for selection and evaluation of materials. techniques for constructing teacher-made materials	6.3 2.5 7 4 9	(2.3).1 (3.2) 2 2 1.4		
6) Implementing on trial basis innovations in materials and techniques	6) Nature of material Procedures for implementation Techniques of field trial	5.6	1.4.3		
7) Providing guidance and counseling opportunities for ABE learners	7) Nature of empathy Knowledge of local referral services Follow-up responsibilities	6.7 3.5.2 4	(2.4).2 1.2.3 2		
8) Developing recruitment skills	8) Direct and indirect methods of recruitment	3.6 7.2 4	1.(2.4) 2.3 2		
9) Keeping adequate administrative reports	9) Procedures and techniques for keeping records	7.6	2.(2.4)		
10) Relaying training or classroom needs to responsible group or person	10) Ways to communicate needs to appropriate person or group	6.8.10	1.3.6		

*Brackets denote team effort

Target Population: Local Coordinators

Type of Skill/Task	Content of Training	Identification Code for: Method of Training	Primary Staff Responsibility
1) Surveying the community to identify various target groups	1) Specific techniques appropriate for making these surveys. Organizations which serve particular groups and have accumulated data	3 5 4	3 (1,2)*
2) Gaining support of superintendents and school boards	2) Strategies to obtain involvement, commitment	5 4 3	2 2 1
3) Gaining community support	3) Recognition of and strategies for involving the power structure of a community, identifying supportive groups and agencies in the community	3 4 5	1 2 2
4) Identifying the needs of the target group learners	4) Formal and informal surveys, census reports and other existing reports, leadership in target groups	5 3 2	2 1 3
5) Translating needs into program emphasis	5) Developing empathy—teachers, students, other personnel—questioning objectives of instruction, outlining areas of study to be stressed, techniques of influencing instruction and supervision	3 5 2 4	1 2 3 2
6) Selecting appropriate staff (personnel)	6) Setting up criteria for selection of new personnel. Techniques for getting input to the decision makers on staff either formally or informally	3 5 2 4	1 2 3 2
7) Planning for inservice	7) Identification of problems to be solved by inservice, specific designs of inservice that will solve these problems. Identification of proper personnel to do inservice. Special other resources needed for inservice. Development of a design which makes inservice a systematic and continuous process in the local ABE program	3	(1,4) 3
Type of Skill/Knowledge/Attitude			
8) Planning and carrying out evaluation	8) Kinds of evaluation: What is to be evaluated? Why is evaluation needed in a particular case? Who will be evaluated or do the evaluating? How will the evaluation be done? When to evaluate?	2,3 5 4	(3,1) 2 2
9) Identifying community resources, agencies, other educational institutions which can aid, and cooperate in local ABE	9) Study the approaches, materials, methods used in these agencies, input from individuals connected to these agencies	3 2 5 4	1 2 3 2
10) Planning and carrying out supervision skills	10) Reporting (finances). Job descriptions of staff. Job evaluation of staff in instruction	3 5 2 4	1 3 2 2
11) Identifying blockages to program progress	11) Preparing alternatives to these blockages within administrative regulations	3 5 2 4	1 2 3 2

Identification Code for: Method of Training	Primary Responsibility
1) National institutes, conferences	1) State staff
2) On and off campus courses	2) Local staff
3) Regional conferences	3) University college personnel
4) Independent or self-studies	4) Resource cadre
5) Consulting specialized personnel	5) Ad hoc teacher committee
6) Pre-service in-service meetings	6) State advisory committee
7) Staff meetings, seminars	7) Office of Research
8) Statewide television	
9) Resource center	
10) Individual personal contact	

*Brackets denote team effort

Resource:
College/University Personnel

Type of Skill/Task	Necessary Training (if applicable)	Method of Training	Primary Responsibility
1) Keeping current with trends, materials, and techniques on: Local level State level National level	1) Setting up communication links to gather information about problem areas, successful methodologies employed, etc. State considerations about funding program emphasis USOE reports on special projects, national trends	5 4 7 3 1,7	1,3
2) Serving as consultant to local programs, offering assistance with in-service workshops and program planning	2) Professional AE organizational meetings and special committees	6,10	3
3) Offering relevant campus and off-campus courses for teachers and coordinators, often in close cooperation with State Department	3) Awareness of current needs of teachers and coordinators	2,6,7,10	1,3
4) Assisting State Department in planning and carrying out staff development and dissemination activities	4) Awareness of different ways to meet known needs	1,3,4,10	3

Identification Code for:

Method	Primary Responsibility
1) National institutes, conferences	1) State staff
2) On and off campus courses	2) Local staff
3) Regional conferences	3) University/college personnel
4) Independent or self studies	4) Resource cadre
5) Consulting specialized personnel	5) Ad hoc teacher committee
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8) Statewide television	
9) Resource center	
10) Individual personal contact	

Resource
State Department Personnel

Type of Skill/Task	Content of Training (if applicable)	Method	Responsible Resources	Method	Responsible Resources
1) Developing own skills in supervision, staff development, and dissemination	1) Interpreting state policy to local programs Assisting local programs to select personnel and to improve program Keeping abreast of trends in staff development and of techniques of dissemination	7,5 2 1,3,4	(1,3)* 3	1) National institutes 2) On and off campus courses	1) State staff 2) Local staff 3) University/college
2) Coordinating and planning statewide staff development and dissemination activities	2) Developing systematic planning procedures Establishing priorities	7	(1,2,3) 6	3) Regional conferences 4) Independent or self studies	3) University/college personnel
3) Determining needs of teachers and other staff	3) Methods of surveying target population Uses of various channels of communication	2,6,7 8,10	1,2,3 4,6	5) Use of specialized personnel	4) Resource cadre
4) Locating innovative materials and techniques	4) Ability to use information sources such as ERIC, projects Awareness of national trends, productive projects	1,3,4,5,10	1,3,4,5	6) Pre-service in-service meetings	5) Ad hoc teacher committee
5) Establishing criteria for selection or development of new materials/techniques	5) Awareness of variables affecting a product's successful use	7	1,2,4,5,6	7) Staff meetings, seminars	6) State advisory committee
6) Selecting new products, adapt components, or develop products (according to criteria)	6) Familiarity with major steps of product development	7,5	1,2,3,4,5,6	8) Statewide television	7) Office of Research
7) Identifying intended group of users		7,10	1,3,5,6	10) Individual personal contact	
8) Obtaining or producing materials		7	1,5		
9) Training teachers/staff to use product	9) Awareness of advantages and uses of different dissemination techniques Familiarity with characteristics of intended users that influence success of dissemination	2,5,6,7,8,9,10	1,3,4,5		
10) Assessing staff development and dissemination activities	10) Evaluation procedures	6,7,8,10,	1,3,4,6,7		
11) Skill in the following areas –facilitating communication –gaining community support –identifying community resources –recruitment techniques	11) See coordinator's description	2,4,5,7	1,2,3		

*Brackets denote team effort

Department of Education

Charles F. Kerr, Coordinator, Adult Education, Staff Development Specialist
S. M. Denton, Area Supervisor
Luke Easter, Area Supervisor
Billy Joe Glover, Area Supervisor

Participating Institutions

Memphis State University, Memphis
Dr. Donnie Dutton

Tennessee State University, Nashville
Dr. James Farrell
Dr. Mildred Hurley
Dr. Leo McGee
Dr. Toni Powell

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Dr. John Peters

The adult education program in Tennessee rests on the belief that each individual is a person of worth and dignity and deserves the opportunity for self-development. Approximately 666,000 Tennesseans possess less than an eighth-grade education, and about this same number has completed the eighth-grade but not the twelfth — a total of approximately 1.3 million with less than a high school diploma.

The adult education program intends to help these people overcome their educational deficiencies. To do this, we believe in the professional development of administrators, supervisors, teachers, and all others in adult education. In selecting and training capable personnel we consider first their concern for the welfare and problems of the educationally disadvantaged.

We feel that this plan for staff development and dissemination will help Tennessee expand its adult education program and improve the capabilities of program staff. The plan relies heavily on cooperation among local school systems, institutions of higher learning, and the State Department of Education.

OBJECTIVES

Our purposes with this plan are (1) to prepare qualified persons — administrators, program planners, teachers, counselors, and researchers — to staff programs providing instructional activities for adults, and (2) to provide a system for continuous staff development and dissemination by relating various resources (state department, university faculty, trained local personnel). Their staff development experiences will lead toward:

1. An understanding of their roles and responsibilities in the staff development/dissemination network of the state
2. An understanding of the kinds of assistance that is available from the state department and universities through the staff development/dissemination network
3. An awareness of the most recent innovations in adult education and training in the use of the most promising materials and techniques
4. An awareness of adult education as a unique segment of the broad field of education
5. An understanding of the special problems confronting adult educators, together with some principles useful in solving problems
6. A familiarity with the historic development of adult education and its sponsoring organizations, institutions, and agencies, as well as its philosophy and goals
7. An awareness of the social imperatives of adult education
8. A knowledge of the adult learner's physical, psychological, and social characteristics and their implications for adult educators
9. A knowledge of learning and personality theory as it relates to adult education
10. The competency to select methods and techniques suitable for various adult learning situations and content or skill areas
11. A familiarity with the program or curriculum development process and an understanding of the associated principles
12. An understanding of theory and principles of administration and supervision and their applicability to any adult education organization
13. An understanding of community development as it relates to adult education programming
14. An understanding of the principles of group dynamics and their applicability to adult learning situations
15. Familiarity with the techniques of research and evaluation and with the application of research findings to adult education

RESOURCES

This staff development plan relates three main resources: (1) the State Department of Education, (2) selected colleges and universities, and (3) local educational systems. The State Department of

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Education is responsible for coordinating and implementing the staff development/dissemination activities.

A statewide advisory committee for staff development and dissemination reviews the progress and success of activities and makes recommendations to the state department on future direction. The state director calls the committee together at least twice a year. Members are state department staff, university faculty and graduate assistants, and selected key local program personnel — teachers and coordinators. Each is assigned to a working subcommittee to focus on needs and assessment, institutes, incentives, or adult learning centers, or any other area needing attention.

The number of specially trained teachers and supervisors grows each year through the statewide institute program. Each summer at least three two-week institutes, with about 30 participants each, focus on areas of immediate concern. By the end of the sessions, the university staff who conduct the institutes and the state staff are able to identify those participants who will serve well as resource teachers throughout the state. Upon request, these trainers then assist local supervisors in conducting inservice training. Often individuals are recommended to a local supervisor by the university staff or by the regional adult education person.

Community support will be sought through a close relationship among these resources and CAMPS, which consists of such organizations as: Employment Security, CAE, Opportunities Industrialization, Public Welfare, TVA, Health Department, National Alliance of Businessmen, Vocational Rehabilitation, U.S. Bureau of Apprenticeship and Training, U.S. Civil Service, Housing and Urban Development, OEO, Vocational-Technical Education, and others. State professional associations that support adult education are: (1) Tennessee Association for Public Continuing and Adult Education (TAPCAE), and (2) Tennessee Adult Education Association (TAEA).

In addition, many resources are available in the State Department of Education, local school systems, and the universities other than the adult education divisions. These include resources in the areas of guidance and counseling, vocational rehabilitation, library instructional materials, and vocational education.

As mentioned before, the three primary resources on which the success of this plan depends are the State Department of Education, universities, and local programs. Each of these has important responsibilities in the staff development/dissemination network of the state.

STATE DEPARTMENT OF EDUCATION

The State Department of Education will coordinate all of the activities formulated, implemented, and evaluated according to the plan. This will require extensive and detailed planning with all the resources that are available. A recent structural reorganization affecting all levels of the State Department of Education finds the director of adult education in a dual role. Accepting new responsibilities on a planning team for curriculum and related services, he continues to oversee the adult education program. As part of decentralization, three regional offices have an adult education person to coordinate activities for West, Middle, and East Tennessee. Their responsibilities include staff development and dissemination.

The statewide inservice system will be organized through the state's eight economic development districts. Regular workshops will be conducted in these districts, with special meetings for large metro areas. Generally, these meetings will be planned cooperatively by the regional officer, university personnel serving the area, and local staff.

The responsibilities of the State Department staff (state director and three regional officers) in the staff development/dissemination plan are:

1. To asume the leadership role in the total adult education staff development effort regionally and statewide
2. To continue and to expand professional development for adult educators through inservice workshops, conferences, institutes, and so forth
3. To insure that such experiences include

awareness of innovations in adult education and training in the use of promising materials and techniques
4. To assist universities in establishing graduate and undergraduate courses for teachers and administrators of adult education
5. To provide financial assistance whenever possible to adult educators for professional development and training
6. To keep up-to-date with developments and trends in the field by participating in regional and national organizations and activities
7. To involve local program personnel in staff development and dissemination efforts
8. To assist in developing employment standards and/or certification for adult education personnel

UNIVERSITIES

Three universities have been selected to participate in the staff development/dissemination network: Memphis State University at Memphis; Tennessee State University at Nashville; and the University of Tennessee at Knoxville. All three offer courses in adult education and three have developed a master's degree program. Each serves the large geographical area in which it is located.

Seven other universities and colleges have been involved in inservice training for adult education personnel. These are: (1) East Tennessee State University at Johnson City; (2) Middle Tennessee State University at Murfreesboro; (3) Tennessee Technological University at Cookeville; (4) Austin Peay State University at Clarksville; (6) Jackson State Community College at Jackson; and (7) the University of Tennessee at Chattanooga.

The roles of the universities in the staff development/dissemination network are:

1. To serve as consultants to local programs and to the regional state department office in their areas, including assistance with workshops and program planning
2. To conduct summer institutes, workshops, seminars, etc. for adult education personnel
3. To serve on the State Advisory Committee for Staff Development and Dissemination, offering leadership in planning and in carrying out activities suggested by committee and approved by the state directors
4. To offer campus and off-campus courses in adult education to current or prospective teachers
5. To develop an advanced degree program in adult educaton for teaching and administrative personnel and an intern program for adult education majors who do not have experience in teaching or administering adult education classes
6. To develop and initiate a sequence of courses in adult education (minor) for graduate and undergraduate students majoring in a variety of curricular areas
7. To develop, in cooperation with local and state adult education agencies, proposals or programs which strengthen or broaden the adult education program in Tennessee
8. To conduct research and development in adult education
9. To assist in the evaluation of the staff development/dissemination network and of the inservice and institute activities as to the extent to which objectives were achieved

LOCAL SCHOOL SYSTEMS

Local inservice training has been and will continue to be conducted by each local program. The planning of local inservice is under the direction of the adult education supervisor in the local program. State department staff and university personnel assist the local systems in this effort. Each teacher is required to receive a minimum of eight hours of inservice training each year through local, regional, or state inservice activities—usually a combination of the three.

As their part of the staff development/dissemination network the local program personnel will:

1. Encourage teachers and supervisors to develop professionally through inservice activities, academic courses, self-directed

learning, and affiliation with professional organizations
2. Be aware of teachers' needs and provide the required hours of inservice training annually as one step toward meeting those needs
3. As part of inservice training, provide information on latest and best materials and techniques and training in the use of the most promising ones
4. Select appropriate personnel for attending state-sponsored ABE workshops and institutes
5. Evaluate new materials and equipment according to local needs

Tennessee's Staff Development/Dissemination Plan has three major segments—academic training, statewide institutes, and workshops. From the standpoint of academic training, the adult education personnel at Memphis State, Tennessee State, and the University of Tennessee will each offer approximately three graduate and/or undergraduate courses each semester or quarter. All universities offer a master's degree program in adult education.

A minimum of three summer institutes—one at each participating university—will acquaint selected teachers and coordinators with the latest materials and techniques in chosen areas. The range of institute topics and institute scheduling will be suggested by the Advisory Committee and approved by the state director. Many of the 30 participants, who may elect to attend for credit, are considered specialists and are available to programs in their locale as resource people or trainers for inservice meetings.

Also, a statewide ABE Supervisors' Conference will be held annually to (1) acquaint administrators with recent trends and innovations in ABE, (2) focus on problems and needs of supervisors, and (3) advise them of the persons available for their use from summer institutes and the content of the institutes.

Most staff development/dissemination activities will be conducted at the following sites:

1. Memphis State University, Memphis
2. Jackson State Community College, Jackson
3. Columbia State Community College, Columbia
4. Tennessee State University, Nashville
5. Austin Peay State University, Clarksville
6. Tennessee Technological University, Cookeville
7. Middle Tennessee State University, Murfreesboro
8. University of Tennessee, Chattanooga
9. University of Tennessee, Knoxville
10. East Tennessee State University, Johnson City

Support will come from the state department, the universities, and local programs. Also, some support will be received through the two state adult education associations — Tennessee Association for Public Continuing and Adult Education (TAPCAE) and the Tennessee Adult Education Association (TAEA).